# DOCUMENT RESUME

ED 120 070 SO 008 972

| | |
|---|---|
| AUTHOR | Gillespie, Judith A.; Lazarus, Stuart |
| TITLE | Political Issues Skills Kit: Comparing Political Experiences, Experimental Edition. |
| INSTITUTION | American Political Science Association, Washington, D.C.; Social Studies Development Center, Bloomington, Ind. |
| SPONS AGENCY | National Science Foundation, Washington, D.C. |
| PUB DATE | 75 |
| NOTE | 360p.; For related documents, see SO 008 957-971 |
| EDRS PRICE | MF-$0.83 HC-$19.41 Plus Postage |
| DESCRIPTORS | Class Activities; Decision Making Skills; Grade 12; Inquiry Training; Instructional Materials; *Learning Activities; Moral Development; *Political Issues; *Political Science; Secondary Education; *Skill Development; Skills; *Social Studies Units; Values |
| IDENTIFIERS | *Comparing Political Experiences; High School Political Science Curriculum Project |

ABSTRACT

Designed to be an integral part of the second-semester "Comparing Political Experiences" course, this skills kit provides supplementary student activities for four documentary "Political Issues" units. The kit is divided into three sections on skills. The analytical skill section provides exercises on six analytical skills including question asking, hypothesis formation, evidence gathering, generalization, comparison, and alternative futures. The moral reasoning skills section provides a series of moral episodes designed to engage students in dealing with ethical issues in a systematic way. Each exercise is keyed to one of the substantive units in the course. In the final section on participation activities, students learn role-play behavior and specific decision-making, bargaining, conflict-management, and task-implementation skills. The activities in each section vary in level of difficulty in order to provide a variety of choices for teacher and student use. Throughout each of the units, activities from the student materials are sequenced together with activities from the skills kit. (Author/DE)

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## Political Issues Skills Kit

# Comparing Political Experiences

Judith Gillespie
Stuart Lazarus

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Experimental Edition

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EXPERIMENTAL
EDITION

# COMPARING POLITICAL EXPERIENCES

## POLITICAL ISSUES SKILLS KIT

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These experimental curriculum materials are part of a high school course, Comparing Political Experiences. The materials constitute one unit of one semester, Political Issues. The course is being developed by the High School Political Science Curriculum Project, which is one of the projects sponsored by the American Political Science Association's Committee on Pre-Collegiate Education. Development of these materials was supported in whole or in part by the National Science Foundation. Any opinions, findings, conclusions, or recommendations expressed herein do not necessarily reflect the view of the National Science Foundation or the copyright holder. These materials cannot be duplicated, reproduced or used in any manner without specific written approval of the High School Political Science Curriculum Project.

# ACKNOWLEDGMENTS

Many members of the High School Political Science Curriculum Project have contributed to the development of this unit. Judith Gillespie, Howard Mehlinger and John Patrick co-direct the project. The Political Systems materials are being developed principally by Judith Gillespie and John Patrick. The Political Issues materials are being developed principally by Judith Gillespie and Stuart Lazarus. Howard Mehlinger and Stuart Lazarus co-direct the Comparing Political Experiences Diffusion Project. Toby Bonwit serves as a curriculum writer and editor for the project. Dave Lambert co-ordinates the formative evaluation and the work on the validation study. All achievement test instruments and data analysis work is being done by National Evaluation Systems, Amherst, Massachusetts. Martin Sampson administers and coordinates pilot school activities. Judith Gillespie and Stuart Lazarus are directly responsible for materials developed in this skills kit.

We would like to take this opportunity to acknowledge the sponsorship of the American Political Science Association's Committee on Pre-Collegiate Education. Throughout the life of the project, the Committee members have provided important support and input into the project. The committee members are: Richard Snyder, Chairman, Ohio State University; Lee Anderson, Northwestern University; Laurily Epstein, Washington University; Leslie McLemore, Jackson State College; Howard Mehlinger, Indiana University; Jewel Prestage, Southern University; Judith Torney, University of Illinois, Circle Campus; Harmon Zeigler, University of Oregon. Since March, 1972 the project has also received continuous support with funds provided by the National Science Foundation. Without this funding we

could not undertake such an experimental program, nor could we support extensive field tests of the materials.

We have also been demonstrably aided in our efforts to develop and test materials by ideas, critiques and site evaluations from our local field consultants. The field consultant network began as an effort to join university-based political scientists and social studies educators with each of the pilot schools. The success of the network has far exceeded our original expectations. The consultants have worked with the pilot schools and critiqued materials. Eight people are also engaged in providing case materials on schools to aid in the development of instructional units. The consultants are listed below. The asterisks refer to those individuals who are engaged in gethering case materials:

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Special thanks is extended to the pilot teachers who are testing these materials this year. Past evaluations from many of the teachers and students have produced many insights into the strength and feasibility of our ideas. This unit is a far different piece than was originally conceived because of their advice in its developmental stages. The pilot teachers testing Political Issues materials for the 1975-76 school year are listed below:

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All of these people have demonstrably influenced the way this unit had been developed. However, the responsibility for the ideas and approaches taken in the materials should not be attributed to the APSA Pre-Collegiate Committee, the National Science Foundation, the consultants or the pilot teachers. Although their contributions continue to be invaluable, responsibility for the ideas presented here rests with the authors.

Judith Gillespie
Stuart Lazarus

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# GENERAL INTRODUCTION

The POLITICAL ISSUES SKILLS KIT is designed to be an integral part of the second semester of the Comparing Political Experiences course. There are four major units in the semester. Each uses the Skills Kit at a variety of points in the student material. For example, students learning about inequality and competition as they affect the busing controversy in Boston will use the Skills Kit for evidence gathering activities, role play exercises and moral reasoning activities. Therefore, the kit becomes a principal piece of material for use across units in the course.

The Skills Kit has three sections: an analytical skills section, a moral reasoning section and a participation skill section. It has been constructed so the teachers have a choice of the kinds of activities in which their students will participate. If students have already learned some of the basic skills from other courses, they can use higher level activities. Throughout the kit, clear choice points are indicated where teachers can scan activities and decide which they will use. The kit is not designed to be used in toto, but rather to provide a variety of choices through which teachers can develop their own sequence of activities depending on their students' needs.

The kit should be used as an integral part of the Political Issues semester. The first section on analytical skills is designed to be used in conjunction with all four of the substantive units. The analytical skill section outlines six major analytical skills including question-asking, comparison, evidence-gathering and alternative futures.

These skills are important for students to know and, at various points in the course, they will undertake skill exercises which they will then apply to the material they are studying in the substantive units.

The second section of the kit focuses on moral reasoning skills. Students need not only learn skills of critical thinking, but they also need to understand a process of reasoning about ethical issues. Through working with moral reasoning episodes, students will engage in confronting ethical issues and deal with them in a systematic way. Teachers will make decisions about which episodes best fit their students' interests and needs and will make choices about which moral reasoning episodes to use throughout the course.

The final section on participation activities is also an important part of the course. Students will learn role play behavior and specific decision-making, bargaining, conflict management and task implementation skills. They will apply their critical thinking and their moral reasoning ability to ongoing political situations in their school and community. The participation component insures us that there will be transfer of knowledge and skills into everyday political settings.

Teachers are directed to sections of the Skills Kit in each unit. At this point, several choices are raised. In each case, the kinds of choices the teacher will make are outlined in the Introduction to the section. Therefore it becomes important that each time teachers use one of the skill exercises, they also read the general introduction to the section. Teachers can then turn to the specific activity which they will teach. Throughout the course, teachers train students in three different types of skills, make choices about which activities they would like students to undertake, and develop an instructional sequence across activities which makes sense for their particular class.

For this experimental version of the Skills Kit, all of the exercises have been duplicated for every student in the class. Therefore, there are several packets which are attached to this kit. Each packet is labeled by section, part and exercise. Teachers will find all of the material they need to carry out the Skills Kit exercises duplicated in these packets. Once they have chosen a specific exercise to use, the corresponding packet will contain all the materials necessary for carrying out the exercise.

The Skills Kit is a new idea. We would very much like to have any feedback that teachers can give us as they read this material. The Teacher's Guide for the substantive unit material contains forms for the evaluation of specific skill exercises. If you would like to write extensively about suggested revisions of the kit, we will welcome advice and comments.

Judith Gillespie
Stuart Lazarus

## Analytical Skills: Section I

### Introduction

This section of the Skills Kit is divided into six parts. An outline of the parts appears below.

Part A - Question-Asking
Part B - Hypothesis Formation
Part C - Evidence-Gathering
Part D - Generalization
Part E - Comparison
Part F - Alternative Futures

Each of the parts contains three exercises. The first exercise contains the criteria for using a given skill. For example, Exercise 1 of Part A presents the four criteria for asking useful questions. The second exercise in each part asks students to apply the criteria presented in the first exercise. For example, in Part I, exercise 2, students are asked to look at a variety of questions and to determine which ones are more valuable than others. The third exercise in each part asks students to make another type of application. For instance, in Part I, exercise 3, students look at a variety of good questions and are asked to determine which questions are the most valuable. Therefore, within each part students are exposed to a sequence of exercises which teach them a skill and ask them to use it in increasingly sophisticated ways. A part, then, contains three exercises, each asking a student to practice a skill at a higher level.

At various times, your Teacher's Guide suggests that you turn to the Analytical Skills Section of the Skills Kit. It also suggests which part to turn to. When you turn to a specific part, use only one exercise. The next time you turn to the same part, use the next exercise in the sequence. Use exercise 1 before exercise 2, and exercise 2 before exercise 3. There are three exercises in each section. As you move through the course, you can create a sequence whereby you can complete the three exercises in each part of the Analytical Skills Section.

A Teacher's Checklist accompanies each exercise. It contains specific instructional objectives and instructional procedures to help you teach the lesson. Since none of the exercises appear in the substantive student material, student copies have been provided. You will find the copies of the exercise you need in a packet marked with appropriate identification. Therefore, if you want to use exercise 1, Question-Asking, copies can be found in the packet marked Section I, Part A, exercise 1. You will find enough copies to hand one out to each student. This kit contains one copy of all the exercises along with a Teacher's Checklist for each one.

## Part A - Question-Asking

## Skills Kit/Section I, Part A

## Exercise 1

## Question-Asking--Criteria

In the following interview, a man named Fred Osborn asks a policeman four questions about the rapidly increasing rate of crime in Maya, Louisiana. Fred is a citizen of Maya and thinks that the policeman, Sergeant Howard, can tell him about the problems of crime in the city. He has prepared five questions which he asks in the interview below. Read the interview carefully. You will be relying on Fred's questions to gather information about crime in Maya. When you finish, answer the questions which follow the interview.

A. Fred Osborn: "I think you know that I'm interested in knowing about crime in Maya. Tell me, Sergeant, how long have you been a police officer?"

Sergeant Howard: "Twenty-four years."

B. Fred Osborn: "Do you have any kids?"

Sergeant Howard: "Yes. I do, a girl 14 and twin boys, 16."

C. Fred Osborn: "Sergeant Howard, which crimes occur most frequently in our city?"

Sergeant Howard: "Violent crimes, particularly robbery and rape. Many of the other crimes including drug offenses have declined. I attribute most of the rise in robberies to increased unemployment."

D. Fred Osborn: "How do you deal with crime, Sergeant?"

Sergeant Howard: "I'm not sure I know what you mean, sir. Do you mean how do I personally and individually try and prevent crime, or how the police in Maya try and control crime?"

E. Fred Osborn: "How does the police force deal with long haired radicals?"

Sergeant Howard: "Mr. Osborn, surely you should know you cannot judge a person by the length of their hair."

1. Based upon this portion of the interview, what do you know about crime in Maya?

______________________________________________________________

______________________________________________________________

______________________________________________________________

2. Which questions were most useful to Fred Osborn in gathering information about crime in Maya?

______________________________________________________________

______________________________________________________________

Asking questions can be a very useful procedure in collecting information. Fred Osborne illustrates that some questions can be much more valuable than others. For example, you probably found that of the four questions Fred asked, C was the most useful in gathering information about crime in Maya. However questions A, B, D and E did not yield very much information.

In formulating questions, you need to specify what you want to know. Fred Osborn wanted to know about the increasing rate of crime in Maya, Louisiana. Questions, then, should be clearly related to a proposition. Question A - "How long have you been a police officer?" fails to meet this first requirement. It in no way relates to the proposition of increased evidence of crime in Maya. Any answer to this question would be of little help to Fred. Write a question which is more clearly related to the proposition.

____________________________________________________________

____________________________________________________________

____________________________________________________________

In addition to being related to a proposition, questions need to be significant - answering them must yield useful and important information. Question B - "How many kids do you have? - violates this rule. What difference does it make if Sargeant Howard has three children or ten children, or no children? This information is not significant. In the space below write a question which is more significant than question B.

____________________________________________________________

____________________________________________________________

____________________________________________________________

Another criterion for asking questions is clarity - a question needs to be clearly and precisely stated. Look at question D - "How do you deal with crime, Sargeant?" This question is not clear. It is uncertain whether Fred Osborne wants to know how the police generally handle crime problems or how Sargeant Howard specifically handles crime.

In his response, Sergeant Howard indicates that the question is unclear and he is unable to respond to the question as stated. In the space below, write a question which is more clear than question D.

A final criterion for asking questions is that questions remain as unbiased as possible. Often, a slanted or biased question will not yield very much information. Refer to question E - "How do the police deal with long-haired radicals?" The question prompts Sergeant Howard to point out the bias to Fred Osborne. Even if Sergeant Howard had answered the question, the answer would not have been very valuable except to those people who think all radicals have long hair.

In the space below write a question which is less biased than E.

As you formulate questions throughout the Political Issues course, make certain your questions meet the four criteria for asking good questions:

1. Questions should be clearly related to a proposition.
2. Questions should be significant-- answering them must yield useful and important information.
3. Questions should be clearly and precisely stated.
4. Questions should be unbiased.

Suppose you wanted to know about the decreased amount of communication among the leadership of a business corporation. Which of the following two questions would be the best question to ask? Explain your answer in terms of the four criteria for asking good questions.

Question 1

How often do people meet at this company?

Question 2

Do the managers of the company share information in making decisions?

The better question is:

☐ #1 ☐ #2

Explain your answer in this space:

### Skills Kit/Section I, Part A
### Teacher's Checklist
### Exercise 1 - Question-Asking

## Instructional Objectives

After working with this exercise, students will be able:

1. to identify and apply the criteria for asking good questions by analyzing questions which illustrate these criteria. Students can indicate achievement of this objective by their responses to the items in this exercise.

## Instructional Procedures

You will find student copies of this exercise in an envelope marked Section I, Part A, Exercise 1. As you work through this exercise, refer to the following four criteria for asking good questions.

1. Questions should be clearly related to a proposition.
2. Questions should be significant --answering them must yield useful and important information.
3. Questions should be clearly and precisely stated.
4. Questions should be unbiased.

1. Have students read through the exercise without responding to any of the items which call for writing.
2. After all students have finished reading, have them respond to the items related to the Fred Osborn-Sergeant Howard interview. Then, use them to organize a class discussion.
3. Based upon this of the interview, what do you know about crime in Maya?

   Students will probably respond that the interview yielded only a small amount of information. Have them explain why they felt the interview was inadequate. Hopefully, your students will identify many of Fred Osborn's questions as very poor.

4. What questions were most useful to Fred Osborn in gathering information about crime in Maya?

   The question which yielded the most information was question C. The others were either irrelevant or not clearly stated.

5. Discuss each question with students and ask them what the weakest aspects of each question are. Pages 2, 3, and 4 analyze each question. Refer to aspects of this discussion when necessary.

6. Ask various students how they rewrote questions A, B, D, and E to fulfill the criteria for asking good questions. Sample rewritten questions appear below.

| | Original Question | Rewritten Question |
|---|---|---|
| Question A | "How long have you been a police officer?" | "How have you reacted to increased crime?" |
| Question B | "How many kids do you have?" | "Are young people more responsible for the increase in crime than old people?" |
| Question D | "How do you deal with crime?" | "How do the police deal with crime?" |
| Question E | "How do the police deal with long-haired radicals?" | "How do the police deal with terrorist groups?" |

7. After you have completed the discussion of the Fred Osborn-Sergeant Howard interview have students apply what they have learned. Ask them which of the two questions on page five is a better question.

   Question two is better because its reference to managers clearly relates it to the proposition which focuses on leadership.

## Skills Kit/Section I, Part A

## Exercise 2

## Question - Asking

Following are five questions which a reporter named Gail Nicholes wants to ask of a member of the city council. For months Gail had suspected that this member, Ray Clarke, accepted bribes from local businessmen. Gail wants to ask these questions of Ray to see if her suspicions are correct.

Read the questions carefully. Remember, Gail wants to find out as much as she can about Ray's ties with big business. As you read, think about the four criteria for asking good questions:

1. Questions should be clearly related to a proposition.
2. Questions should be significant-- answering them must yield useful and important information.
3. Questions should be clearly and precisely stated.
4. Questions should be unbiased.

After reading each question, state which criteria you felt it fulfilled. If it did not meet all four criteria, rewrite the question.

1. "Mr. Clarke, what are all of the sources of your income?"

Criteria fulfilled:

______________________________________________

______________________________________________

______________________________________________

rewritten question (if necessary):

______________________________________________

______________________________________________

______________________________________________

2. "How can a citizen be certain a given resolution will ever pass this lazy council?

Criteria fulfilled:

________________________________________

________________________________________

________________________________________

rewritten question (if necessary):

________________________________________

________________________________________

________________________________________

3. "Tell me, Mr. Clarke, do you prefer comedies to adventure stories?"

Criteria fulfilled:

________________________________________

________________________________________

________________________________________

rewritten question (if necessary):

________________________________________

________________________________________

________________________________________

After you have completed working with questions 1, 2, and 3, stop. Your teacher will discuss these questions. You should participate in this discussion by sharing your answers with the class. Be certain that you understand the criteria which each question exhibits. Then go on to read questions 4 and 5. Determine the criteria each question fulfills and rewrite the question if necessary.

4. "Does the city council condemn bribery or do you condone it?"

Criteria fulfilled:

________________________________________

________________________________________

________________________________________

rewritten question (if necessary):

________________________________________

________________________________________

________________________________________

5. "What are the names of the business associates with whom you spend your time?"

Criteria fulfilled:

________________________________________

________________________________________

________________________________________

rewritten question (if necessary):

________________________________________

________________________________________

________________________________________

## Skills Kit/Section I, Part A
## Teacher's Checklist
## Exercise 2 - Question-Asking

### Instructional Objectives

After working with this exercise students will be able:

1. to identify the criteria for asking good questions by analyzing given questions. Students can demonstrate achievement by their responses to the first half of items 1-5.
2. to apply the criteria for asking good questions by rewriting bad questions. Students can indicate achievement of this objective by their responses to the second half of items 1-5.

### Instructional Procedures

You will find student copies of this exercise in an envelope marked Section I, Part A, Exercise 2. As you work through the exercise, refer to the following four criteria for asking good questions.

1. Questions should be clearly related to a proposition.
2. Questions should be significant-- answering them must yield useful and important information.
3. Questions should be clearly and precisely stated.
4. Questions should be unbiased.

### Instructional Procedures

1. Have students read through question number 3, on page 2, writing the criteria each question fulfills and rewriting the question if necessary.
2. Hold a class discussion of question 1-3. The following information will help guide the discussion. It indicates the criteria fulfilled

by each question and presents rewritten questions where necessary.

| | Criteria Fulfilled | Rewritten Question |
|---|---|---|
| Question 1 | 1, 2, 3, 4 | |
| Question 2 | 1, 2, 3 | "How can a person be certain a given resolution will ever pass the council?" |

Taking out the word "lazy" makes the question less biased.

| | | |
|---|---|---|
| Question 3 | 1, 3, 4 | "Tell me, Mr. Clarke, do you prefer expensive hobbies?" |

The answers to this question are more significant than the answers to the original question.

3. After you have completed the discussion give the students a chance to apply what they have learned by responding to items 4 and 5. Use the answers below to guide a discussion.

| | Criteria Fulfilled | Rewritten Question |
|---|---|---|
| Question 4 | 1, 2, 4 | "Do you condone bribery?" |

This question is more clearly stated than the original question.

| | | |
|---|---|---|
| Question 5 | 1, 2, 3, 4 | |

## Exercise 3

## Question-Asking

In this short activity, you will work in small groups. Each member of every group will receive a copy of this worksheet. On it you will find five propositions and three questions beneath each one. Together with the other members of your group, mark the question which most completely fulfills all four criteria for asking good questions. When you have finished, appoint a representative to share your group's results with the class.

Read each proposition carefully and then mark the question which most completely fulfills all four requirements of asking questions.

Proposition 1:

"At Lilac High School, political resources are distributed equally throughout the school."

question A: "What groups control the money at Lilac High School?"

question B: "Who participates in political activities at Lilac High?"

question C: "Do leaders at Lilac High have much status?"

Proposition 2:

"I think that the Columbus school system is experiencing political conflict."

question A: "Is the Columbus school system always so unfair to students?"

question B: "Do patterns of resources and activities contradict each other in the Columbus school system?"

question C: "As a student, how do you like it in the Columbus schools?"

Proposition 3:

"In Riverside people don't do much to protest air pollution."

question A: "Where is Riverside in relationship to Los Angeles?"

question B: "What sorts of protest activities do people in Riverside participate in?"

question C: "How are resources distributed in Riverside?"

Proposition 4:

"In Fizzletown, the leadership is composed of a small group of people."

question A: "How many people live in Fizzletown?"

question B: "Why are the leaders in Fizzletown so incapable?"

question C: "How are the political resources distributed in Fizzletown?"

Proposition 5:

"At Heights High School teachers and students communicate openly."

question A: "How is it that people get back and forth to one another at Heights High?"

question B: "At Heights, do students and teachers talk frequently and share information with one another?"

question C: "Why are students treated so unfairly at Heights High School?"

When you have completed marking these items, you should discuss them as a class. After a class discussion, move on to read the proposition below. Then, with the other members of your group, write the three best questions you can think of which would help to investigate the proposition.

Proposition: "Political resources as well as political activities are distributed equally among all groups in Edmunds High School."

question 1: ____________________

____________________

question 2: ____________________

____________________

question 3: ____________________

____________________

## Skills Kit/Section I, Part A
## Teacher's Checklist
## Exercise 3 - Question-Asking

### Instructional Objectives

After working with this exercise, students will be able:

1. to identify and apply the criteria for asking good questions by evaluating questions about given propositions. Students can demonstrate achievement of this objective by their responses to items throughout the exercise.

### Instructional Procedures

You will find student copies of this exercise in an envelope marked Section I, Part A, Exercise 3. As you work through the exercise, refer to the following four criteria for asking good questions.

1. Questions should be clearly related to a proposition.
2. Questions should be significant-- answering them must yield useful and important information.
3. Questions should be clearly and precisely stated.
4. Questions should be unbiased.

1. Divide the class into groups of five or six. They will work with members of their group to complete this exercise.
2. Have students read through the exercise responding to the written items.
3. Hold a class discussion about propositions 1-5. The best question for each proposition is indicated below.

Proposition 1 - Question A is the best. It is the only one of the three which talks about political resources and is therefore the only one related to the proposition.

Proposition 2 - Question B is the best. Question A is biased and the information Question C is likely to yield is not very significant.

Proposition 3 - Question B is the best. Question A is not clearly related to the proposition. Question C asks about political resources. Question B is clearest, least biased, and most directly related to the proposition.

Proposition 4 - Question C is the best. Question B is biased and Question A is neither related to the proposition or significant.

Proposition 5 - Question B is the best. Question C is biased. Question A is stated unclearly.

4. Have students apply what they have learned by writing three questions related to the proposition on page 3. Sample questions could include:

What political system type exists at Edwards High School?

What things do people at Edwards value and how are these resources distributed throughout the school?

What roles do students and teachers play in the political life of the school?

How does the administration handle money at Edwards?

## Part B - Hypothesis Formation

## Skills Kit/Section I, Part B

## Exercise 1, Hypothesis Formation

Dave and Mary drove down a country road late one night. On their way to a friends house in Bromley, they became lost. They left home two hours earlier for what should have been only a hour's drive. Now, realizing they were lost, Dave and Mary wondered what to do. They wanted to get to Bromley as quickly as they could. Except for the map in the glove compartment, there was nothing else to help them. They could drive for another thirty minutes before they would run out of gas.

"How can we get to Bromley?" Dave asked.

"We should make the best guess we can about how to get there," Mary responded. "We don't have enough gas to go on for long. I checked the map about fifteen minutes ago. From the looks of it, we should head north the first chance we get. If we want to get to Bromley, then this map will be useful."

"No, Mary. Let's just keep driving east. I have a feeling that if we want to get to Bromley then we should keep going straight."

"Dave, we can do more than just wander around. If we use this map, we'll at least know where we're headed."

If you wanted to get to Bromley whose advice would you take? Put a check beside the person whose advice you would follow.

☐ Dave ☐ Mary

Why did you pick one person instead of the other?

____________________________________________

____________________________________________

____________________________________________

____________________________________________

Dave and Mary shared a common problem-- how to get to Bromley. They both made suggestions about what to do, even though their ideas were quite different. Each of them speculated about an answer to the problem. Mary suggested turning north and Dave suggested continuing east. The two suggestions represented hypotheses about how to get to Bromley. A hypothesis is a tentative answer to a problem. Additional evidence about the hypothesis can confirm or reject it. A useful hypothesis is precisely stated, makes direct reference to a problem, and offers a new idea about the problem.

Was Dave's hypothesis precisely stated? ☐ Yes ☐ No

Was Mary's hypothesis precisely stated? ☐ Yes ☐ No

Was Dave's hypothesis related to a problem? ☐ Yes ☐ No

Was Mary's hypothesis related to a problem? ☐ Yes ☐ No

Did Dave's hypothesis offer a new idea about the problem? ☐ Yes ☐ No

Did Mary's hypothesis offer a new idea about the problem? ☐ Yes ☐ No

Who stated the most useful hypothesis?

☐ Dave ☐ Mary

Why?

______________________________

______________________________

______________________________

The ability to make a sound hypothesis can aid you as you work through Political Issues. The course presents a variety of problems and questions. For example, each unit focuses on questions of why various political experiences occur. You will be encouraged to speculate about answers to these questions. The hypotheses which you make will determine the evidence you will look for in various activities and data packets. As you do, remember the three criteria for making useful hypotheses.

1. A hypothesis must be directly related to a problem.
2. A hypothesis must be precisely stated.
3. A hypothesis must offer a new idea about the problem.

Read the following two problems and the hypotheses which follow them. Apply the criteria for making useful hypotheses by circling the only useful hypothesis beneath each problem.

1. Problem: How can people in South Dade, Florida communicate more effectively with the city government?

   Hypothesis A: "If people write letters more frequently to the city government, then communication would be more effective."

   Hypothesis B: "If people call city hall, then they increase their phone bills."

2. Problem: How can citizens play a more important role in making decisions in Upland?

Hypothesis A: "If 100% of the citizens vote in Upland, they can play a more important role in making decisions."

Hypothesis B: "If they write more letters, then they can buy more paper."

As you continue to work with the Political Issues course, make imaginative and knowledgeable hypotheses. If necessary, refer to the criteria for making useful hypotheses.

## Skills Kit/Section I, Part B

## Teacher's Checklist

## Exercise I, Hypothesis Formation

This exercise introduces students to the three criteria for making useful hypotheses. They include:

1. A hypothesis must be directly related to a problem.
2. A hypothesis must be precisely stated.
3. A hypothesis must offer a new idea about the problem.

### Instructional Objectives

After completing work with this exercise, students should be able:

1. to identify the criteria for making a useful hypothesis. Students can demonstrate achievement of this objective by their responses to items on page 2.
2. to apply the criteria for making a useful hypothesis by identifying one. Students can demonstrate achievement of this objective by their responses to items 1 and 2 at the end of the exercise.

### Instructional Procedures

Pass out a copy of the exercise to each student. You will find student copies of the exercise in an envelope marked Section I, Part B, Exercise 1. Instruct the students to read the exercise, responding to the items which require written responses. Then use the story about Dave and Mary to organize a class discussion.

1. Ask students whose advice they would take about how to get to Bromley. Ask them to explain their answers. Accept most student responses and explanations at this point. Most students should take Mary's advice. While they both state a hypothesis, only

Mary introduces a new idea, the map. By heading north, they can find out whether or not the map is a help to them.

2. Then turn to the items on page 2. Use them to organize a class discussion. The questions and their answers appear below.

Was Dave's hypothesis precisely stated? ☒ Yes ☐ No

Was Mary's hypothesis precisely stated? ☒ Yes ☐ No

The two hypotheses are listed below. Both are precise because they give direct actions to take in response to the problem:

Dave's hypothesis - "If we want to get to Bromley, then we should keep going straight."

Mary's hypothesis - "If we want to get to Bromley, then this map will be useful."

Was Dave's hypothesis related to a problem? ☒ Yes ☐ No

Was Mary's hypothesis related to a problem? ☒ Yes ☐ No

They both are related to the problem of how to get to Bromley.

Did Dave's hypothesis offer a new idea about the problem? ☐ Yes ☒ No

Did Mary's hypothesis offer a new idea about the problem? ☒ Yes ☐ No

This is why Mary's hypothesis is more useful. She states the problem, but she also brings in a new idea, the map. Solving the problem depends on whether or not the map helps. If they don't get to Bromley, then they can conclude the map was of little help.

3. Use the items at the end of the exercise to organize another class discussion.

   a. Which hypothesis is more useful in item 1, A or B?

      Most students should respond that B is not very useful because it does not relate to the problem. The statement is about using telephone bills, not communication. Therefore, A is more useful.

   b. Which hypothesis is more useful in item 2, A or B?

      B is not very useful because it is about buying paper, not communication. Therefore, A is more useful.

## Skills Kit/Section I, Part B

## Exercise 2/Hypothesis Formation

In this short exercise you will analyze a variety of hypotheses. As you do, keep in mind the criteria for making useful hypotheses.

1. A hypothesis must be directly related to a problem.
2. A hypothesis must be precisely stated.
3. A hypothesis must offer a new idea about the problem.

### Lime Magazine

*Lime* Magazine had been established to provide information about trends in clothes. Before the first issue was sent out to newstands, the editors of the magazine met. They were unsure of the kind of people most likely to buy *Lime*. They wanted to be certain they appealed to people below 25. They discussed ways to attract this age group. Following are three hypotheses made by people at the meeting. After each hypothesis, indicate which of the three criteria for making useful hypotheses it fulfills.

Editor: "If we put a lot of ads for beer in our magazine, then we will appeal to people under 25."

Criteria Fulfilled: ______________________

______________________

______________________

Business Manager: "If we want to attract people over 55, then we need ads for rocking chairs."

Criteria Fulfilled: ______________________

______________________

______________________

Assistant Editor: "If we keep the price of out magazine low, then we will appeal to people under 25.

Criteria Fulfilled: ______________________

______________________

______________________

These three statements illustrate that some hypotheses are more useful than others. For example, the Editor's hypothesis is very useful. It is precisely stated, related to the problem, and introduces a new idea: beer advertisement.

The Business Manager's statement is not a useful hypothesis because it is not related to the problem. The problem is how to attract people under 25 and he suggests how to attract people over 55. Testing the Business Manager's hypothesis would tell you little about how to attract people under 25. The Assistant Editor states a useful hypothesis. It is precise, related to the problem, and introduces a new idea: price.

Read about the following situation and determine which criteria are fulfilled by the hypotheses which follow it.

## The Visit

A Senator is going to make a state visit to a foreign country. No American has visited this country before. The Senator hopes to gain a great deal of publicity from the trip. Therefore, the Senator calls a meeting of his aides and asks them to speculate about how he could use the trip to gain publicity. Three aides formulate hypotheses for the Senator and present them at the meeting. Read them carefully and identify the criteria for making a useful hypothesis which they fill.

Aide A: "If you want to take good pictures, then you need an expensive camera."

Criteria Fulfilled: ______________________

______________________

______________________

Aide B: "If you want to attract publicity, be seen with the President of the country as often as possible."

Criteria Fulfilled: ______________________________

______________________________

______________________________

Aide C: "If you watch out, then you will gain publicity."

Criteria Fulfilled: ______________________________

______________________________

______________________________

Two of these hypotheses are of no use to the Senator. For example, Aide A's statement is not even related to the problem of how to gain publicity. Aide C's statement is so vague it is of no use. Only Aide B's statement meets all the criteria of a useful hypothesis. In the spaces below, write two hypotheses which might be of help to the Senator.

Hypothesis 1: ______________________________

______________________________

______________________________

Hypothesis 2: ______________________________

______________________________

______________________________

## Skills Kit/Section I, Part B

## Teacher's Checklist

## Exercise 2/Hypothesis Formation

### Instructional Objectives

After completing work with this exercise, students will be able:

1. to apply the criteria for making a useful hypothesis by identifying them in given hypotheses. Students can indicate achievement of this objective by their responses to items following Lime Magazine and The Visit.
2. to apply the criteria for making a useful hypothesis by stating several useful hypotheses. Students can indicate achievement of this objective by their responses to items on page 3 and 4.

### Instructional Procedures

Pass out a copy of the exercise to each student. You will find student copies in an envelope marked Section I, Part B, Exercise 2. Organize a class discussion around the items presented about Lime Magazine and The Visit. The questions and typical answers follow.

For Lime Magazine

1. Did the Editor make a useful hypothesis?

   The Editor's hypothesis was very useful. It was related to a problem--how can we appeal to those people under 25? It was precisely stated. It introduced a new idea, beer advertisement.

2. Did the Business Manager make a useful hypothesis?

   The Business Manager's statement is not very useful because it is not related to the problem. Instead of addressing the people under 25, the Business Manager refers to people over 55.

3. Did the Assistant Editor make a useful hypothesis?

   Yes. The statement was related to the problem, precise, and introduced a new idea, price.

For The Visit

4. Did Aide A make a useful hypothesis?

   No. Aide A's hypothesis is not related to the problem.

5. Did Aide B make a useful hypothesis?

   Yes. It is related to the problem, precisely stated, and introduces a new idea, visiting with the President of the country.

6. Did Aide C make a useful hypothesis?

   No. It is unclear. The term "watch out" is very vague and confuses the meaning of the hypothesis.

7. What hypothesis might be of help to the Senator?

   Sample hypotheses appear below.

   "If you want to gain publicity, then offer the President a gift."

   "If you arrive in the country's capitol, then you will gain publicity."

   "If you want to gain publicity, then take your own photograph."

   Students will probably have many other hypotheses. Be certain they meet the criteria of making a useful hypothesis.

   1. A hypothesis must be directly related to a problem.
   2. A hypothesis must be precisely stated.
   3. A hypothesis must offer a new idea about the problem.

## Skills Kit/Section I, Part B

## Exercise 3, Hypothesis Formation

In this exercise you will work in small groups and formulate hypotheses. As you hypothesize about answers to questions presented below, think about the three criteria for making a useful hypothesis.

1. A hypothesis must be directly related to a problem.
2. A hypothesis must be precisely stated.
3. A hypothesis must offer a new idea about the problem.

Look carefully at the word list below. The words in the list are commonly used to describe things people value in the nation of Lion. Following the list you will find three hypotheses which are based on the words in the list. Each uses the word list to speculate about life in the system. Identify the most useful hypothesis of the three and explain your answer.

businessmen
land
laws
industry
department
order
control
loyalty
patriotism
union
arrest
dissent
strike
dominant

If these words describe Lion, then what would political life there be like?

Hypothesis 1: "If the government values loyalty and patriotism, then it coerces citizens."

Hypothesis 2: "If law and order are encouraged in Lion, then the government could be effective or ineffective."

Hypothesis 3: "If Lion restricts its citizens to eating vegetables, then they are healthy."

Together with the other members of your group, choose the most useful of the four hypotheses above. In the space, explain why your choice is the most useful hypothesis. Then, your group should appoint a representative to report your explanation to the class.

______________________________________________

______________________________________________

______________________________________________

On the basis of the class discussion, apply what you have learned by making hypotheses of your own. Below you will find another word list. This list is composed of words which are commonly used to describe things the management value in the Computer Corporation. Together with the members of your group study the list carefully. Then, make two hypotheses about political life in Zalta Computer Corporation.

report
memo
decision
expansion
money
middle-managers

global operation
cooperation
meetings
lower-managers
market
plans

If these words are descriptive of Zalta Computer Corporation, then what would political life be like there? Formulate two hypotheses about political life in Zalta and write them in the spaces on the next page.

Hypothesis 1: ____________________________________

____________________________________

____________________________________

Hypothesis 2: ______________________________

______________________________

______________________________

After you have formulated two hypotheses in your group, appoint a representative to share your work with the class.

## Skills Kit/Section I, Part B

## Teacher's Checklist

## Exercise 3, Hypothesis Formation

### Instructional Objectives

After working with this exercise, students will be able:

1. to apply the criteria for making a useful hypothesis by identifying the most useful one from among three presented. Students can indicate achievement of this objective by their responses to items on page 1 and 2 about the nation of Lion.

2. to apply the criteria for making a useful hypothesis by stating several useful hypotheses. Students can indicate achievement of this objective by their hypotheses about political life in the Zalta Computer Corporation.

### Instructional Procedures

Divide the class into groups of five or six to work with this exercise. Then, pass out one copy to each student. You will find student copies in an envelope marked Section I, Part B, Exercise 3. Have the groups read and respond to the first set of items about Lion. Use them to organize a class discussion. If necessary, refer to the criteria for making a useful hypothesis as you conduct the discussion. The criteria follow:

1. A hypothesis must be directly related to a problem.
2. A hypothesis must be precisely stated.
3. A hypothesis must offer a new idea about the problem.

1. Ask a reporter from each group to report the findings of the group. These should include the group's choice of the most useful hypothesis and an explanation of their choice.

Hypothesis 1 is the most useful. It is related to the problem-- what is political life like in Lion? It is precisely stated. It introduces a new idea, coercion of citizens.

Hypothesis 2 is unclear due to the use of words effective and ineffective. The use of one of the words would make the hypothesis more clear.

Hypothesis 3 is not related to the problem of political life in Lion.

After you have completed the class discussion, ask students to read the rest of the exercise. Have students work in their groups to formulate hypotheses about political life in Zalta Computer Corporation. Sample hypotheses follow.

"If the management values plans and meetings, then Zalta makes a big profit."

"If the management values cooperation, expansion, and global cooperation, then Zalta has offices in over 15 countries."

During the discussion be certain that students apply the criteria for making useful hypotheses.

## Part C - Evidence Gathering

## Skills Kit/Section I, Part C

## Exercise 1, Evidence Gathering

This exercise presents several important ideas about evidence. After you complete work with the exercise, you should know more about evidence and how you can use it to study political life. You may think that evidence is merely any sort of information. Evidence is usually a very specific kind of information that which is used to test your hunches about how politics operates or help answer a research question. For example, if you think that many people in your high school are becoming unhappy with the leadership, you could gather several types of evidence to test your thinking. You might look at the results of a survey of a number of students which asks their feelings about the principal. You might look at recent school newspapers and read the ariticles about the school administration. You might simply observe various club meetings to see how often the school administration was criticized. You could look at countless other pieces of evidence. After collecting it, you may need to modify your thinking based on what you learn. Because it helps you to test an idea, the information you gather becomes useful evidence. Evidence, then, is usually a very special kind of information, that which is useful for testing ideas or answering research questions.

Think for a moment about the vast amounts of information in our society--millions of books, pieces of art, census statistics, pictures, and surveys. As you begin to use evidence, you will realize that some types are more useful than others. The way in which evidence is collected often determines its value.

For example, in order to survey the political opinions of a large number of people in a city, it is convenient to select and survey a small sample of the citizens. If the sample is selected in such a way that it represents the population of the city, then accurate conclusions about the population can be made from a survey of the sample. Whenever you have the opportunity, attempt to find out how evidence has been collected. For example, in surveying the political opinions of a city, the opinions of your best friends would not be nearly as valuable as a sample of the active population of the city.

In addition to seeing that evidence relates to an idea and is systematically collected, it si crucial that you try to find the source of the evidence. Knowledge of the source of evidence can help you in two ways. First, it can help you determine the bias of evidence. If you are researching the role of the Democratic party in American politics, you might collect a variety of newspaper and magazine articles. Depending upon who write the articles, you would learn different things. For example, if all of the articles were written by strong Republican supporters, you would probably find many criticisms of the Democratic party. On the other hand, if all the articles you found were written by Democrats, you would find few, if any, criticisms of the Democratic party. For you to evaluate the usefulness of evidence, always attempt to identify the source.

Knowing the source of evidence can help you in a second way. If you know the source, you will be able to get more of the same type of evidence.

1. Suppose you are doing research on campaign reform in the United States and you wanted to study the recent laws on campaign spending. Where would you find copies of these laws?

   ________________________________________

   ________________________________________

   ________________________________________

2. Suppose you speculate that the school board in your city has no real interest in the schools. You decide to obtain records of the meetings. Where would you get such records?

   ________________________________________

   ________________________________________

   ________________________________________

3. Imagine you are doing research of the activities of a congressional committee. You determine you need to see reports the committee has written. How would you obtain the reports?

   ________________________________________

   ________________________________________

   ________________________________________

Recognizing the source of evidence helps to determine its bias and provides you with the needed information about where to get additional evidence. As you work with this and other exercises on evidence, consider the following criteria for gathering evidence.

1. Evidence should be clearly related to a hypothesis or a research question.
2. Evidence should be systematically collected.
3. Always find the source of the evidence--who put it together and where you can get it.

Read the following research question and the four pieces of evidence which follow it. Place a check beside each piece of evidence to indicate whether it is related to the research question.

Research Question: How much and in what ways do citizens participate in Chicago political life?

1. ☐ related — newspaper editorials on citizen participation in Illinois
   ☐ not related

   How would you get this evidence?

   ________________________________________

   ________________________________________

   ________________________________________

2. ☐ related — an analysis of the letters written by Chicago citizens to the city government
   ☐ not related

   How would you get this evidence?

   ________________________________________

   ________________________________________

   ________________________________________

3. ☐ related — number and description of civic groups active in Chicago politics
   ☐ not related

   How would you get this evidence?

   ________________________________________

   ________________________________________

   ________________________________________

4. ☐ related — number of yearly hospital runs to Cook County Hospital in Chicago

☐ not related

How would you get this evidence?

________________________________________

________________________________________

________________________________________

Look at the research question below and the four pieces of evidence which follow it. Place a check beside the evidence which was systematically collected.

Research Question: Do male and female students at Elks High School like their school?

| | |
|---|---|
| 1. Systematically collected<br>☐ yes ☐ no | interviewing those students who are free from 1:00 p.m. to 2:00 p.m. |
| 2. Systematically collected<br>☐ yes ☐ no | administering a survey to all the male students at Elks High School |
| 3. Systematically collected<br>☐ yes ☐ no | asking the principal how students like the school |
| 4. Systematically collected<br>☐ yes ☐ no | surveying a random sample of students asking how they like Elks High School |

## Skills Kit/Section I, Part C
## Teacher's Checklist
## Exercise I - Evidence Gathering

This exercise introduces students to three criteria useful in gathering evidence. They appear below.

1. Evidence should be clearly related to a hypothesis or a research question.
2. Evidence should be systematically collected.
3. Always find the source of the evidence-- who put it together and where you can get it.

### Instructional Objectives

After working with this exercise, students will be able:

1. to identify evidence as a very special kind of information, that which is useful for testing a hypothesis or answering a research question. Students can demonstrate successful achievement of this objective by responding to items throughout the exercise.
2. to apply the criteria, one at a time, to evidence presented in the exercise. Students can demonstrate achievement of this objective by their responses to items on pages 3, 4, and 5.

### Instructional Procedures

Pass out one copy of the exercise to each student. You will find student copies in an envelope marked Section I, Part C, Exercise 1. Ask the students to read through the exercise responding to the written items. After the students have finished, use these items to organize a class discussion.

The items which begin at the bottom of page 2 are intended to have students discuss the sources of evidence. Discuss each one and encourage students to make as many suggestions as possible.

1. Where would you find copies of campaign reform laws?

Students may respond:
In a library
In Washington
In the Library of Congress
In a book about law
Encourage students to think about sources of evidence.

2. Where would you get records of a school board meeting?

Students may respond:
From a school board member
At the school board office
From a local newspaper

3. How would you obtain the reports of a congressional committee?

Students may respond:
write your congressmen
government documents section of a library
Ask students to think about how to use evidence. They should also think about how to obtain it.

Use the four items on page 4 to organize a class discussion about the relationship of evidence to a research question. After you discuss each piece of evidence, ask students where they could get it.

4. Is the evidence in number 1 related to the research question?

The evidence is about the state of Illinois and the question focuses on the city of Chicago. Therefore, the evidence is not related to the question.

Students could get the evidence from Illinois newspapers.

5. Is the evidence in number 2 related to the research question?

This evidence focuses on writing letters. It could be interpreted as communication or participation. Therefore, it is related to the question.

Students could probably get this evidence from the city government.

6. Is the evidence in number 3 related to the research question?

   This evidence is directly related to the question.

   Students could probably obtain this evidence by going to the headquarters of the civic groups. They might also read about the activities of the civic groups in the newspapers. They could also interview members of the groups.

7. Is the evidence in number 4 related to the question?

   The number of trips to Cook County Hospital is not clearly related to the question of citizen participation in Chicago.

   If students wanted to get this evidence, however, they might get statistics from the Department of Public Health in Chicago, or from the Cook County Hospital.

Use the items on page 5 to organize a class discussion about the systematic collection of evidence.

8. Is the evidence in number 1 systematically collected?

   No. Only a specific group of students would be free from 1:00 p.m. to 2:00 p.m. To find out how all students like their school, either interview a random sample or, if the school is small, interview all the students.

9. Is the evidence in number 2 systematically collected?

   No. The evidence will give only the opinions of male students.

10. Is the evidence in number 3 systematically collected?

    No. The questions asks how students like school. This evidence would reveal how the principal thinks the students like school.

11. Is the evidence in number 4 systematically collected?

    Yes. This random sample would give the most representative description of how students like school.

## Skills Kit/Section I, Part C

## Exercise 2 - Evidence Gathering

Evidence is a specific kind of information, that which is used to test an idea or a hypothesis to help answer a research question. This exercise presents various kinds of evidence and asks you to determine which is most useful. To judge the usefulness of evidence you will need answers to the following questions:

1. Is the evidence clearly related to a hypothesis or a research question? (Evidence which clearly relates to an idea (hypothesis) or research question is most useful.)
2. Is the evidence systematically collected? (The more systematic the collection of evidence, the more realiable it is.)
3. What is the source of the evidence? (When the source is known, you can determine how to locate the evidence.)

As you work with the evidence presented here, think about these questions.

Below you will see several ideas or hypotheses and research questions, each followed by four pieces of evidence. Read the material carefully. Place a check beside the evidence you would use to test each hypothesis or to help answer the research question.

1. Hypothesis:

If few people in Judtown participate and most are unhappy, then the leadership stays in power by the use of force.

Evidence

A) the number of guns owned by residents of Hudtown.

B) a series of newsletters put out by the Mayor's office.

C) the attitudes of a random sample of citizens toward the rising prices of gasoline.

D) interviews with citizens chosen at random and asked about the amount of force used by the leaders in the town.

Explain your choice of evidence:

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

Now that you have decided what evidence would be most helpful, how would you get this evidence?

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

2. Research Question:

In Meltown what does the city government spend its money for?

Evidence:

A) Interviews with all the food store owners asking them how often the city spends money at their stores.

B) Records of all expenditures made by the city government.

C) The opinion of a member of the Mayor's staff who has recently been fired.

D) The salaries of all city officials.

Explain your choice of evidence:

________________________________________________________

Now that you have decided which evidence would be most helpful, how would you get this evidence?

3. Hypothesis:

If the Principal at Jotter High School makes many decisions, then he can decide to fire teachers whenever he wants to.

Evidence:

A) Resignation letters of ten teachers.

B) Observation report of a meeting of the Teachers Association where they discussed hiring and firing at Jotter High.

C) A biography of Mr. Toller, principal at Jotter High.

D) The attendance figures for the Jotter homecoming football game.

Explain your choice of evidence:

Now that you have decided which evidence would be most helpful, how would you get the evidence?

Before moving on to the following two research questions, your class should discuss answers to items 1, 2, and 3. In the discussion it should become clear why some of the evidence presented is more useful than other evidence. If you do not understand why some evidence can be very useful while other evidence is not as useful, ask your teacher for help. After you have completed the discussion, go on to the next two items.

4. Research Question:
How many people live in the city of New York today?

Evidence:

A) pictures of New York City.

B) books about the population of New York City in 1900.

C) the most current census figures which contain the population of New York.

D) the number of people who live and work in the downtown section of New York City.

Explain your choice of evidence:

__________________________________________________________

__________________________________________________________

__________________________________________________________

Now that you have decided what evidence would be most helpful, how would you get this evidence?

__________________________________________________________

__________________________________________________________

__________________________________________________________

5. Research Question:
Do the prisoners in Lemon Prison like Warden Curt?

Evidence:

A) a survey of all the prisoners at Lemon which focuses on their feelings about Warden Curt.

B) an interview with Warden Curt.

C) pictures of Lemon prison taken from an airplane flown by a prisoner.

D) the observations of a visitor to Lemon prison.

Explain your choice of evidence:

________________________________________

________________________________________

________________________________________

Now that you have decided what evidence would be most helpful, how would you get it?

________________________________________

________________________________________

________________________________________

# Skills Kit/Section I, Part C
# Teacher's Checklist
# Exercise 2 - Evidence Gathering

## Instructional Objectives

After working with this exercise, students will be able:

1. to apply all three criteria for using evidence to distinguish more useful evidence from less useful evidence. Students, can indicate achievement of this objective by their responses to items 1-5 in this exercise.

## Instructional Procedures

During this exercise, it will be helpful for you to refer to the three criteria for gathering evidence. They follow:

1. Evidence should be clearly related to a hypothesis or a research question.
2. Evidence should be systematically collected.
3. Always find the source of the evidence--who put it together and where you can get it.

___Pass out a copy of the exercise to each student. Student copies can be found in an envelope marked Section I, Part C, Exercise 2. Instruct students to read through item number 3 on page 3. Use the items to organize a class discussion.

1. Which evidence would be more helpful in testing the hypothesis about Budtown?

   Only response D would be useful evidence. It is directly related to the proposition and systematically collected. Response A is not clearly related since owning a gun could serve several purposes. Response B is not useful since it only represents the Mayor's perspective. Response C is clearly not related to the hypothesis.

   Students could obtain the evidence suggested in response C by conducting an interview or contacting a polling organization to ask if they had done one.

2. Which evidence would be more helpful in answering the research question about Meltown?

   Response B would be more helpful than the other responses. Response A asks about food purchases and therefore is not directly related to the question. Response C would give only the perspective of the Mayor's staff. Response D would give information on only one type of expenditure, salaries.

   Students could get the evidence presented in B at Meltown City Hall, or possibly by attending a city council meeting.

3. What evidence would be more helpful in testing the hypothesis about Jotter High School?

   Response B contains the more useful evidence. It is clearly related to the hypothesis and it is systematically collected through an observation report. None of the other evidence clearly relates to the hypothesis. Even A, resignation letters, might not be useful. The teachers may have resigned for any number of reasons.

   If the students wanted to obtain evidence presented in B, they could attend a meeting of the Teachers' Association with an observation record. They might also ask a teacher to complete an observation report and then read it.

After the class discussion of the first three items, ask the students to read the remainder of the exercise and respond to items 4 and 5. Use these items to organize a class discussion.

4. Which evidence would be more helpful in answering the research question about New York City?

   Response C would be most helpful since it is most directly related to the question. Response A, pictures, would only give you an idea of how crowded the streets and parks are. responses A and B are not directly related to the question. If your students wanted to obtain the evidence in Response C, they could go to a library or write the Bureau of the Census in Washington, D.C.

5. Which evidence would be more helpful in answering the question about Lemon Prison?

Response A contains evidence which would be more helpful than the other evidence presented. Its systematic collection and relationship to the question makes it very valuable. Evidence in B, C, and D might be useful but is not directly related to the question.

If your students wanted to obtain the evidence in response A, they could administer a survey. They might also contact prison authorities to see if one had ever been administered.

## Skills Kit/Section I, Part C

## Exercise 3 - Evidence Gathering

For this activity you will work in a group with several other students. This exercise presents several hypotheses and research questions, each followed by several descriptions of evidence. It also contains a fourth criterion of useful evidence-- evidence should include the widest representation of data as possible. For example, if you want the opinions of the students at Clearwater High School, interviewing 50 students would be more valuable than interviewing 2 students. Also interviewing a random sample of students would give you a better representation of student attitudes than interviewing your best friends. They would be likely to have the same opinions as you hold.

As you read through the evidence, you will find all of it to be helpful. After each hypothesis or research question, identify the evidence which would be most helpful in testing the hypotheses or answering the research question.

I - Hypothesis:

If citizens of the nation of Fala know little
about their government, then the government
must be keeping information from them.

Evidence:

A) a tape recording from a meeting where the teachers of Fala decide about the pure of beef

B) a survey of a random sample of citizens asking their opinions about their government

C) a tape recording of several government meetings and the published minutes of those meetings

D) newspapers from Fala

Explain your choice of evidence:

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

Now that you have decided what evidence would be most helpful, how would you get this evidence?

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

2 - Research Question:
How frequently do people communicate at Volger High School?

Evidence:

A) Memos sent between people at Volger High.

B) The number of telephone calls from parents to the school administration at Volger.

C) A list of all the meetings and written communication between students, teachers, and administrators at the school.

D) The number of times in a year that students cut class at Volger.

Explain your choice of evidence:

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

Now that you have decided what evidence would be most helpful, how would you get this evidence?

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

Before moving on to the next two research questions, discuss answers to items 1 and 2. In the discussion, it should become clear why some of the evidence presented is more useful than other evidence. After you have completed the discussion, refer to the items below. Following the hypotheses and questions, suggest at least four pieces of evidence which would be useful in testing the hypothesis or answering the research question. Work with the other members of your group as you list the evidence.

3. Hypothesis:

If New York is running out of money, then the Mayor must be wasting it.

Evidence:

1. ____________________
____________________
2. ____________________
____________________
3. ____________________
____________________
4. ____________________
____________________

4. Research Question:

How are political resources distributed among all groups at Colman High School?

Evidence: 1. ____________________
____________________
2. ____________________
____________________
3. ____________________
____________________

4. ________________________________________

________________________________________

5. Research Question:

How does the City Council in Hilltown maintain the respect of the citizens?

Evidence:

1. ________________________________________

________________________________________

2. ________________________________________

________________________________________

3. ________________________________________

________________________________________

4. ________________________________________

________________________________________

### Skills Kit/Section I, Part C
### Teacher's Checklist
### Exercise 3 - Evidence Gathering

## Instructional Objectives

After working with this exercise, students will be able:

1. to recognize and apply the criteria for using evidence to determine evidence which is most useful for testing a hypothesis or answering a research question. Students can indicate achievement of this objective by their responses to items 1-5 of this exercise.

## Instructional Procedures

Divide the class into groups of 5 or 6 for this exercise. Then, pass out a copy of the exercise to each student. You will find copies in an envelope marked Section I, Part C, Exercise 3. Ask your students to read through item 2 and respond in writing to number 1 and 2. Use them to organize a class discussion.

1. Which evidence is most use in testing the hypothesis about Fala?

   Response B contains the most useful evidence. The evidence it contains is the most representative of all the evidence presented.

   Students might obtain this type of evidence by doing a survey themselves.

2. Which evidence is most useful in answering the question about Volger High School?

   Response C contains the most useful evidence. Response A and B do not contain evidence which is as representative as the evidence in Response C.

   Students might obtain this type of evidence from the school office at Volger.

After you have discussed student responses to item 1 and 2, ask students to read the rest of the exercise. Together with the other members of their group, they should respond to the written exercises.

Use the items to conduct a class discussion.

3. What evidence would you use to test the hypothesis, "If New York is running out of money, then the Mayor must be wasting it."?

   Useful evidence might include:

   - newspaper reports about the Mayor's expenditures of city money
   - the budget for the city of New York
   - an interview with the Mayor about the administration's expenditures
   - the Mayor's experience in managing a budget.

4. What evidence could you use to answer the research question, "How are political resources distributed among groups at Colman High School?"

   Useful evidence might include:

   - the amount of money controlled by the principal
   - the amount of money controlled by the teachers and students
   - types of people who attend important meetings
   - types of people who come up with useful ideas at Colman

5. What evidence would help answer the research question, "How does the City Council in Hilltown maintain the respect of the citizens?"

   Useful evidence might include:

   - interviews with residents of Hilltown
   - the observation report of a woman who visited Hilltown to see how the citizens respected the government
   - a survey of a random smaple of citizens asking them how well they respect their government
   - newspaper reports about citizen respect for the government in Hilltown.

## Part D - Generalization

Skills Kit/Section I, Part D
Exercise 1, Generalization

This exercise introduces the idea of generalization. A generalization is a statement which applies to more than one situation. Look at the following statement:

"Many Americans are healthy people."

The statement is an example of a generalization. Certainly, some Americans are healthy people. However, many Americans suffer from a variety of health problems, from frequent common colds to serious diseases. This generalization is applicable to only some Americans.

Read the following statement:

"Many people live until they reach 100."

This statement is also a generalization. However, it applies to only a few people. Which of the two generalizations presented is more reliable?

__________________________________________________________

__________________________________________________________

Why?

__________________________________________________________

__________________________________________________________

Knowing that "many Americans are healthy" is a more valuable generalization because it applies to more people than "many people live until they reach 100." As you identify and use generalizations, remember that the more instances in which a generalization applies, the more valuable it is. Look at the two sets of generalizations below. Check the most valuable generalization in each pair.

1.

A. "All leaders make decisions."

B. "All people under age 5 can read."

2.

A. "Many children play the violin."

B. "Most businesses make a profit."

In addition to being applicable to many situations, useful generalizations must be clearly and precisely stated. If a generalization contains confusing or unexplained terms, it may not be very useful. Look at the two pairs of generalizations which appear below. In each pair check the generalization which is most clearly stated.

3.

A. "Most city councils are lazy."

B. "Most fish can be eaten."

4.

A. "Most businessmen wear ties."

B. "Most bankers take a long lunch hour."

While a generalization can be valuable by itself, it takes on even more value if you can relate it to another generalization. Look at the following two generalizations.

5.

A. "Most leaders in a political system have the most status."

B. "Most leaders in a political system have the most wealth."

While they represent two independent generalizations, they can be combined to suggest an important idea. For example, status and wealth lead to concentrations of power in a political system. This is an important statement by combining two generalizations

Look at the following two generalizations:

6.

A. "Most parents in families have the most authority."

B. "Most parents in families control the flow of money in the family."

As you work with generalizations throughout the Political Issues course, remember the criteria for using generalizations.

1. The more instances in which a generalization applies, the more valuable it is.
2. Generalizations must be clearly and precisely stated.
3. If possible, use a generalization which can be related to another.

### Skills Kit/Section I, Part D
### Teacher's Checklist
### Exercise 1, Generalization

This short exercise introduces students to the criteria for useful generalizations. You may find it helpful to refer to the criteria for making useful generalizations. They appear below:

1. The more instances in which a generalization applies, the more valuable it is.
2. Generalizations must be clearly and precisely stated.
3. If possible, use a generalization which can be related to another.

## Instructional Objectives

As a result of working with this exercise, students will be able:

1. to identify and apply the criteria for making generalizations. Students can indicate achievement of this objective by their responses to items in the exercise.

## Instructional Procedures

Pass out one copy of the exercise to each student. You will find copies in an envelope marked Section I, Part D, Exercise 2. Ask the students to read through the exercise and respond to the items. Then, use them to organize a class discussion.

1. Which of the two generalizations presented in number 1 is more valuable?

   A is more valuable because it applies to more people than B.

2. Which of the two generalizations presented in number 2 is more valuable?

   B is more valuable because it applies to more people than A.

3. Which of the two generalizations presented in number 3 is more clear?

   B is more clear than A. The word "lazy" in A could be interpreted several ways and in this context is confusing.

4. Which of the two generalizations in 4 is more clear?

   A is more clear. The term "long lunch hour" makes it unclear.

5. How can the two generalizations in A and B be related to make a statement?

   By relating these two generalizations you can conclude that parents have most power in most families.

## Skills Kit/Section I, Part D

## Exercise 2, Generalization

In this short exercise you will be asked to apply the criteria for using generalizations. Below you will find eight pairs of generalizations. Read through the first four, checking the more useful generalization. Explain your choice in terms of the three criteria for using generalizations. Then discuss your choices with the other members of the class. After you have completed the class discussion, go through the next four pairs of generalizations, choosing the more valuable one of each pair and explaining your answer.

1.
   A. "Most nice students get straight A's."
   B. "People need to eat food or they will starve."

Explain your choice:

2.
   A. "Most people are sick."
   B. "There is very little smog throughout the central United States."

Explain your choice:

3.

A. "Most homes keep out the rain."

B. "All politicians are crooked."

Explain your choice:

________________________________________________________________

________________________________________________________________

________________________________________________________________

4.

A. "In the United States most people under the age of 16 attend school."

B. "All citizens of Ohio like to eat corn."

Explain your choice:

________________________________________________________________

________________________________________________________________

________________________________________________________________

Before completing the next four pairs, discuss your work with the class.

When you have finished go on to number 5.

5.

A. "All women are politicians."

B. "Some women are politicians."

Explain your answer:

________________________________________________________________

________________________________________________________________

________________________________________________________________

6.

A. "People with broken legs can't walk well."

B. "All people from Mexico can speak English."

Explain your answer:

7.

A. "City councils are lazy."

B. "City councils work with mayors."

Explain your answer:

8. Think about how these two generalizations can be related.

A. "In many high schools, the administration makes most of the decisions."

B. "In most high schools, the administration controls most of the money."

How can you relate these generalizations to make a statement?

### Skills Kit/Section I, Part D
### Teacher's Checklist
### Exercise 2, Generalization

## Instructional Objectives

As a result of working with this exercise, students will be able:

1. to apply the criteria for making useful generalizations by determining which one of two generalizations is more useful. Students can indicate achievement of this objective by their responses to items 1-8.

## Instructional Procedures

Pass out a copy of the exercise to each student in the class. You will find copies in an envelope marked Section I, Part D, Exercise 2. Ask the students to read through the exercise and to respond to the items. Then, use the items to organize a class discussion. Questions and typical answers follow.

1. Which generalization in item 1 is more useful?

   B is more useful because A is not clearly stated.

2. Which generalization in number 2 is more useful?

   B is more useful because it applies to more situations than A.

3. Which generalization in number 3 is more useful?

   A is more useful than B because it applies to more situations. Also the term "crooked" makes item B unclear.

4. Which generalization in number 4 is more useful?

   A is more useful because it applies to more people than B.

5. Which generalization in number 5 is more useful?

   B is more useful because it applies to more people than A.

6. Which generalization in number 6 is more useful?

   A is more useful because it applies to more people than B.

7. Which generalization in number 7 is more useful?

   B is more useful than A because it is stated more clearly than A.

8. How can you relate the two generalizations in number 8?

   They can be related to from the conclusion that in most high schools the administration holds most of the power.

## Skills Kit/Section I, Part D

## Exercise 3, Generalization

In other lessons on generalization, you have been asked to identify the criteria for using generalizations and to choose more useful generalizations from less useful ones. This lesson builds on your skill in using generalizations. It will present several sets of three good generalizations. You will be asked to choose the best generalization and to explain your answer in terms of the criteria for using generalizations. Read the first two sets of generalizations and check the most useful generalization in each set. After you have completed your work, the class will discuss its answers. Following the class discussion complete items 3 and 4.

1.

A. "All Americans are good people."

B. "Animals are loved by humans."

C. "Wearing eyeglasses helps to correct vision." ✓

Explain your choice:

______________________________________________________________

______________________________________________________________

______________________________________________________________

2.

A. "Good glue will hold almost anything together."

B. "Prices on all items have increased in the past two years."

C. "Most students get F's in school."

Explain your choice:

______________________________________________________________

______________________________________________________________

______________________________________________________________

Before going on to items 3 and 4, discuss your group's responses to items 1 and 2. You should appoint a member of your group to report the group's answers to the class. After the class discussion, apply what you have learned by completing the following two items. Together with the other members of your group, check the most useful generalization. Explain your responses.

3.

A. "Everyday all parts of the earth receive light from the sun."

B. "Most books are less than 25 pages."

C. "Many people sleep in beds."

Explain your choice:

4.

A. "Everything that lives in the sea can breathe underwater."

B. "All smart people can read."

C. "Many homes are built to last for more than five years."

Explain your choice:

5. In the space below state two useful generalizations about political life in the United States.

A.

8. ________________________________________

________________________________________

### Skills Kit/Section I, Part D
### Teacher's Checklist
### Exercise 3, Generalization

## Instructional Objectives

As a result of working with this exercise, students will be able:

1. to apply the criteria for making useful generalizations by determining the most useful generalizations from among several. Students can indicate achievement of this objective by their responses to items 1-4.
2. to apply the criteria for making useful generalizations by suggesting two generalizations of their own. Students can indicate achievement of this objective by their responses to items 5 and 6.

## Instructional Objectives

Pass out a copy of the exercise to each student. You will find copies in an envelope marked Section I, Part D, Exercise 3.

Divide the class into groups of 5 or 6 and ask them to read through the first two items, responding in writing. Use the two items to organize a class discussion.

1. Which generalization in number 1 is most useful?

   C is the best generalization. A is unclear because of the word "good". B applies to fewer situations than C.

2. Which generalization in number 2 is most useful?

   B is the most useful. A is unclear because of term "good." C applies to fewer situations than B.

After you have completed the class discussion, ask students to work in their groups to finish the exercise, responding to all items in writing. Use items 3-6 to organize another class discussion.

3. Which generalization in number 3 is most useful?

   C is most valuable because it applies to more situations than either A or B.

4. Which generalization in number 4 is most useful?

   C is most valuable because it applies to more situations than either A or B.

5. What are two generalizations about political life in the United States?

   Be certain that the generalizations the groups formulate contain the criteria for making a useful generalization. Sample generalizations follow.

   - The President makes many foreign policy decisions.
   - Many Americans respect the Constitution.
   - In most cities the mayor is the chief executive.

## Part E - Comparison

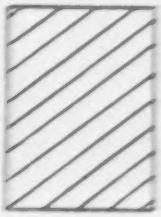
## Skills Kit/Section I, Part E

## Exercise I

## Making Comparisons - Criteria

Making comparisons is a way of determining similarities and differences. You can look for similarities and differences in physical objects. Look at the figures below.

Figure A



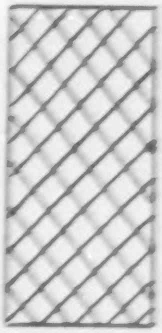


Figure B

How are these figures similar - how are they different - how do you know? Both figures are generally the same shape, rectangular. However, figure B looks larger than figure A. If you wanted to compare their sizes, it might help to use a tool, in this case a ruler. If you wanted to compare the weight of figure A with the weight of figure B, you might use a different tool, possibly a scale. Whether it be size or weight or anything else, to make a sound comparison, the first thing you need to do is determine what you want to compare.

Just as rulers and scales are tools for making comparisons of physical objects, concepts are tools for making comparisons in political life. Because they help in identifying categories of objects, types of behaviors, and sequences of events, concepts help people to clearly identify what they want to compare.

If you want to compare weights, you could use a scale. If you want to compare what people value in two different political systems, you could use the concept political resource.

If you want to compare the sizes of a variety of objects, you could use a ruler. If you want to compare the way resources are distributed in political systems, you could use the concept political activity.

Look at the political systems mentioned below and the list of tools you could use to compare them. Which tool would you use to make a comparison about political life in a high school, a city government, and a labor union? Place a check beside the most useful tool.

1. a tape recorder
2. a set of pencils
3. a camera
4. the concept leadership
5. a pair of binoculars

Using a tape recorder, you could collect random sounds from each political system. Using a camera you could collect random pictures. Using a pencil you could make frequent notes. Using binoculars you could get random glimpses of life in the systems. But what would you record or take pictures of or make notes about or look at? The concept leadership clearly defines for you what you would look for in each system. How people lead becomes the focus of the comparison. Using the concept helps you meet the first requirement of making a sound comparison.

1. Determine what you want to compare.

*Looking for comparable things* represents the second requirement of making a good comparison. It would not make much sense to compare the distribution of political resources in one system with the distribution of political activities in another system. It would tell you only how resources are distributed in one system and how activities are distributed in another. You would be unable to say anything more than that. However, if you wanted to compare the distribution of political resources in the United States with the distribution of political resources in OPEC, you would learn a great deal about these political systems. You would probably find that in OPEC resources are distributed more equally than they are in the United States.

Look at the following statements. According to the two criteria you have seen so far, place a check beneath the statements which are good comparisons.

1. There is more communication in OPEC than in Chicago.

   ☐ good comparison ☐ not a good comparison

2. The school system of Darbyville is experiencing conflict and the political system of Contown is experiencing change.

   ☐ good comparison ☐ not a good comparison

3. Trees are taller than a lot of other things.

   ☐ good comparison ☐ not a good comparison

4. There are more words in the dictionary than there are students in this class.

☐ good comparison ☐ not a good comparison

5. Political resources are more equally distributed in a participant system than in an elite system.

☐ good comparison ☐ not a good comparison

In addition to identifying similarities and differences, making comparisons also involves determining the significance of the similarities and differences. Some comparisons take on more significance than others. For example, at Elton High School in the late 1960's, political resources were equally distributed among three groups: the administration, the faculty, and the students. In 1970, Elton acquired a new principal and she began to tightly control the distribution of political resources in the school. The significance of this difference is that the principal changed the resource distribution in the system. The system became much less coalitional and more elite.

Look at the comparison below. Beside it, write a few sentences describing its significance.

1. At Rather High School, the administration controls far fewer political resources and activities than the administration at Regis High School.

Significance: ____________________________________________

____________________________________________________________

____________________________________________________________

As you return to your text and practice making comparisons, remember to do three things:

1. Determine what you want to compare (use concepts as guides).
2. Make sure the objects or events you compare are comparable.
3. Determine the significance of the comparisons you make.

## Skills Kit/Section I, Part E

## Teacher's Checklist

## Exercise 1/Making Comparisons-Criteria

This short activity is the first of three skill exercises on making comparisons. Be certain to give each student one copy of the exercise. You will find copies of it in the envelope marked Section II, Part A, Exercise 1. After completing work with it, students should keep their copies of this exercise in a notebook. They may want to refer to it during their work with Political Issues.

### Instructional Objectives

As a result of working with this exercise, students will be able:

1. to identify concepts as useful tools for making comparisons. Students can demonstrate achievement of this objective by their responses to the items on page 2.

2. to identify and apply the following two criteria for making a sound comparison:
   Determine what you want to compare.
   Make sure the objects or events you compare are comparable.
   Students can demonstrate achievement of this objective by their responses to items 1-5 on pages 3 and 4.

3. To identify and apply the following criterion for making a sound comparison:
   Determine the significance of the comparison you make.
   Students can demonstrate achievement of this objective by their responses to question 1 on page 4.

### Instructional Procedures

1. Pass out a copy of Exercise 1 to each student and ask them to read through it. You will find student copies in an envelope marked Section I, Part E, Exercise 1.

2. After students have completed their reading, ask them to go back through the exercise responding to the items. Allow about 10 minutes for this activity.

3. After students have completed work ask them why concepts are useful tools for making comparisons.

Student responses should resemble the description on page 2. Concepts are useful tools because they add definition and direction to comparisons. Because concepts help in identifying categories of objects, types of behaviors, and sequences of events, they help people clearly identify what they want to compare.

Refer to the 5 items which begin on page 3. Use them to organize a class discussion.

4. Is number 1 a good comparison?

Most students should answer yes. Students are asked to base their judgment on whether the comparison is clearly defined and whether the objects are comparable. The concept communication serves to focus the comparison. Also, communication is present in both Chicago and OPEC. Therefore, the two items are comparable.

5. Is number 2 a good comparison?

The comparison uses concepts to determine what is being compared. However, as stated, the items are not comparable since conflict in one system is being compared to change in another system.

6. Is number 3 a good comparison?

While this statement talks about several objects, it is not a good comparison. It is not clear what is being compared. What else besides trees? Since the items are not clearly identified it is impossible to determine if they are comparable.

7. Is number 4 a good comparison?

This is not a good comparison. It uses objects such as students rather than concepts. Additionally, the items are not comparable since words are being compared with students.

8. Is number 5 a good comparison?

This is a good comparison. It uses the concept of political resources to determine what is being compared. Furthermore, the items are comparable since resources are being compared in both systems.

9. Move to the item at the bottom of page 4. Ask students if it is a good comparison.

They should recognize this as a sound comparison. It uses the concepts of political resources and activities to focus the comparison. In addition the items are comparable as the same concepts are being compared in both political systems.

10. Ask students to state the significance of this comparison.

The significance of the comparison lies in the fact that it suggests the political systems at Rather and Megin high schools are quite different.

The system at Rather is probably a bureaucratic or an elite type while the system at Megin is probably coalitional or participant.

11. Answer any additional questions which students have. Before ending the lesson point out the criteria for making sound comparisons. They are listed on the top of page 5. Suggest to students that they refer to the criteria as they make comparisons throughout the course.

## Skills Kit/Section I, Part E

## Exercise 2

## Making Comparisons

Making comparisons helps to distinguish similarities and differences in political life. People make comparisons by asking questions and by making statements. This short exercise presents two descriptions, one of Ash High School in 1965 and one of Ash High School in 1975. Read them carefully, looking for the similarities and differences in the two political systems. After you finish, write two questions and two statements which would be helpful for comparing political life in the two systems. As you read the scenarios and write the questions, think about the three criteria for making good comparisons.

1. Determine what you want to compare.
2. Make sure the objects or events you compare are comparable.
3. Determine the significance of the comparisons you make.

| | Description of Ash High School In 1965 | Description of Ash High School In 1975 |
|---|---|---|
| 1. | has many flowers decorating the halls | has few flowers decorating the halls |
| 2. | students have as much status as teachers | teachers have more status than students |
| 3. | an all-school council makes most decisions for the school | the principal and a few assistants make most decisions for the school |
| 4. | teachers, administrators, and students talk regularly and openly | teachers rarely talk to students and administrators rarely talk to teachers |
| 5. | the all school council controls most of the money in the school | the principal and a few assistants control most of the money in the school |
| 6. | many people in the school have the ability to organize group activities | few people besides the principal and a few assistants are much good at organizing anything |

| | | |
|---|---|---|
| 7. | students have authority to make decisions about when to go to the washroom. They are allowed to decide little else | the principal and a few administrators have the authority to make decisions about anything in the school |
| 8. | the school smells pleasant because of the flowers in the halls | the school does not smell very nice at all |

In the spaces below, write two statements of comparison and two questions of comparison. Describe the significance of each.

Statement 1

______________________________________________________________

______________________________________________________________

______________________________________________________________

Significance

______________________________________________________________

______________________________________________________________

______________________________________________________________

Statement 2

______________________________________________________________

______________________________________________________________

______________________________________________________________

Significance

______________________________________________________________

______________________________________________________________

______________________________________________________________

Question 1

________________________________________

________________________________________

________________________________________

Significance

________________________________________

________________________________________

________________________________________

Question 2

________________________________________

________________________________________

________________________________________

Significance

________________________________________

________________________________________

________________________________________

Do your comparisons meet the three rules of making good comparisons? In writing each statement or question did you:

1. Determine what you wanted to compare?
2. Make sure the objects or events you compared were comparable?
3. Determine the significance of the comparisons you made?

Be certain to do these three things as you continue making comparisons throughout Political Issues.

After you have discussed the two statements and two questions of comparison you made about Ash High School, look at the two columns below. The column on the left contains characteristics of the political system of Smithville. The column on the right contains characteristics of the political system of Jonesport. Study them carefully looking for similarities in the two political systems. Then, in the space provided write two statements which would be helpful in comparing the two systems.

| Descripton of Smithville | Description of Jonesport |
|---|---|
| The mayor makes all the decisions in town. | There is no mayor. The town council makes decisions only after unanimous agreement of its members. |
| Few people participate in political life. | Many people participate in political life. |
| The mayor controls most political resources. | Political resources are shared equally by members of the town council and by citizens of Jonesport. |

In the space below, write two statements of comparison. Describe the significance of each one.

Statement 1: ______________________________________________

______________________________________________

______________________________________________

Significance: ______________________________________________

______________________________________________

______________________________________________

Statement 2: ______________________________

______________________________

______________________________

Significance: ______________________________

______________________________

______________________________

### Skills Kit/Section I, Part E

### Teacher's Checklist

### Exercise 2/Making Comparisons

## Instructional Objectives

As a result of working with this exercise, students will be able:

1. to apply the three criteria for making good comparisons by asking good questions of comparison and making good statements of comparison. Students can demonstrate achievement of this objective by their responses to the items in this exercise.

## Instructional Procedures

As you work with this exercise, it will be helpful to refer to the following criteria for making sound comparisons.

1. Determine what you want to compare (use concepts as guides).
2. Make sure the objects or events you compare are comparable.
3. Determine the significance of the comparisons you make.

Be certain to give each student a copy of this exercise. You will find copies of it in the envelope marked Section I, Part E, Exercise 2.

1. Ask students to read through the exercise once, not responding to the items which call for writing.
2. After students have finished their reading, ask them to go back through the exercise responding to the items about Ash High School. Allow about 10 minutes for this activity.
3. You should then hold a class discussion about the questions and statements students wrote. Call on several students

and ask them to read the questions or statements they wrote. Record about 3 questions and 3 statements on the chalkboard. Then, discuss them with the students in terms of the three criteria for making a good comparison. A few examples of comparisons follow:

a. More people participated in political life at Ash in 1965 than in 1975.
b. Were organizational skills more equally distributed in 1965 than in 1975?
c. Communication was more open at Ash in 1965 than it is in 1975.

The significance of these comparisons is that they show Ash has experienced political development. It has moved from a primarily participant system to a primarily elite system.

4. After you have discussed comparisons which students wrote, have them apply what they have learned about stating comparisons. Ask them to read the descriptions of Smithville and Jonesport and to write two statements of comparison about the systems.

5. Debrief these statements just as you did those about Ash High School.

## Skills Kit/Section I, Part E

### Exercise 3

### Making Comparisons

In this exercise you will work in groups of six as you read the following two selections carefully. The first selection describes Troy High School in 1960. The second selection describes Troy in 1970. As you read the selection, identify the similarities and differences in political life between the two periods. After you have read both selections, work with the members of your group to write three statements of comparison regarding the two selections.

### Troy High School - 1960

In 1960, 500 students attended Troy High School. They all seemed quite content. Although the school principal, Mr. Harris, made most of the decisions at Troy High, the students felt they were well taken care of. For example, in many other high schools, books were often stolen off the shelves of the library. Schools were constantly loosing books which many students wanted to read. At Troy, however, Mr. Harris devised a solution to this problem. He had locks installed on all the bookcases in the school library. In this way, he prevented people from stealing books from the school. The locks served another purpose. Mr. Harris felt many of the books in the library were "distasteful" and not suitable for the students in the school. The locks provided him with a method for keeping control over the library. Even though students wanted to read many of the books, Mr. Harris held the only key to the bookcases.

Students felt they were kept well-informed about the activities of the school administration. After all, Mr. Harris printed a two-page newsletter every year in which he described everything he felt students should know about the administration. At least one of the pages usually contained a story about Mr. and Mrs. Harris and their two children.

Mr. Harris took care of any problems which came up at Troy. For example, when some teachers began coming to school at 7:45 a.m. instead of 7:30 a.m., he threatened to discipline them for irresponsibility. Most teachers responded by arriving at 7:30 a.m. as Mr. Harris demanded. A few, however, continued arriving at 7:45 a.m. Mr. Harris fired them.

## Troy High School - 1970

Throughout the 1960's many things happened at Troy High School. Most significantly, Mr. Harris retired and was replaced by the Assistant Principal, Mrs. Wallace. Mrs. Wallace made most of the important decisions at the school with the help of her two assistants. Students were fairly content because they knew Mrs. Wallace was a capable person. She established a student council where students could share their opinions about their role in the life of the school. They even began to send Mrs. Wallace a weekly memo which contained their opinions about various issues at the school. Sometimes Mrs. Wallace read the memo before making important decisions for the school.

The teachers also formed a council in which they discussed such things as grading systems, lunch hours, study halls and sports activities. The teachers' council, with Mrs. Wallace's approval, established a new student dress code at Troy. Like the student council, the teachers' council sent memos to Mrs. Wallace's office regularly. They usually tried to influence important decisions. However, since they were only teachers, Mrs. Wallace only listened to their suggestions when she wanted to.

- - - - - - - - - - - - - -

Think about Troy High School in 1960 and in 1970. What similarities and differences can you identify? In the spaces below write three statements which compare Troy in 1960 to Troy in 1970. Be certain they meet the three criteria for making a sound comparison. After each comparison, write a sentence describing its significance. Work with the other members of your group to complete this task.

Appoint one person to share your comparisons with other groups in the class.

1. Comparison ______________________________________________

   ______________________________________________

   Significance

   ______________________________________________

   ______________________________________________

2. Comparison ______________________________________________

   ______________________________________________

   Significance

   ______________________________________________

   ______________________________________________

3. Comparison ______________________________________________

   ______________________________________________

   Significance

   ______________________________________________

   ______________________________________________

After you have discussed the three statements of comparison, continue working with your group as you read the following two selections. They describe political life at another school, Dupont High School. The first selection describes Dupont in 1965 and the second selection describes Dupont in 1975. As you read the selections, identify the similarities and differences in political life between the two time periods. After you have read both selections, work with members of your group to write two statements of comparison about the selections.

## Dupont High School - 1965

In 1965 there were 500 students and 15 teachers at Dupont High. These two groups, together with the principal, Mr. Russell, cooperated in making decisions. Whenever a majority of these three groups agreed on an issue, they made a decision for the school. For instance, Mr. Russell had always felt strongly about a strict dress code at Dupont. However, the students and teachers felt that the dress code should be relaxed. Because Mr. Russell needed the cooperation of students and teachers on other issues, he wnet along with the relaxed code.

## Dupont High School - 1975

During the early 1970's the teachers began to complain about the salaries they received. Since the school board refused to raise salaries, the teachers slowly began to drop out of school affairs. By 1975, students were still interested in school issues but without the support of the teachers their power decreased. In March, Mr. Russell reintroduced a strict dress code. Realizing that the teachers had grown apathetic, he counted on them not to come to the aid of the students on this issue. Mr. Russell was right. Even though students hated the strict code, they could do little without the help of the teachers.

- - - - - - - - - - - - - - - -

Think about Dupont High School in 1965 and in 1975. What similarities and differences can you identify? In the spaces below, write three statements which compare in 1965 with Dupont in 1975. After each comparison, write a sentence describing its significance. Work with other members of your group to complete this task. Appoint one person to share your comparisons with other groups in the class.

1. Comparison ______________________________

______________________________

Significance

______________________________

______________________________

2. Comparison ______________________________

______________________________

Significance

______________________________

______________________________

## Skills Kit/Section II, Part E
## Teacher's Checklist
## Exercise 3/Making Comparisons

### Instructional Objectives

As a result of working with this exercise, students will be able:

1. to apply the three criteria for making good comparisons by asking good questions of comparison and making good statements of comparison. Students can demonstrate achievement of this objective by their responses to the items in this exercise.

### Instructional Procedures

As you work with this exercise, it will be helpful to refer to the following criteria for making sound comparisons:

1. Determine what you want to compare (use concepts as guides).
2. Make sure the objects or events you compare are comparable.
3. Determine the significance of the comparisons you make.

Before you begin work with this exercise you should notice that it is the most difficult of the three exercises on comparison. Exercises 1 and 2 clearly directed students to use concepts to determine what they wanted to compare. This exercise simply presents two sets of data and asks students to decide what they want to compare. Hopefully, they will choose to use concepts in formulating their comparisons.

You will find student copies of this exercise in the envelope marked Section I, Part E, Exercise 3.

1. Divide the class into groups of five or six. They will work together in these groups throughout the exercise.
2. Ask them to read the exercise once, not responding to the items which call for writing.
3. After students have finished their reading, ask them to go back through the exercise and work with their groups responding to the items about Troy High School. Allow about 10 minutes for this activity.

4. You should then hold a class discussion about the statements of comparison the groups made. Call on several students and ask them to report the statements made by their groups. Record 3 or 4 of these on the chalkboard. Then, with the students in your class, analyze each one in terms of the three criteria for making a good comparison. Two examples of comparisons follow:

   A. There was more communication in Troy High in 1970 than in Troy in 1960.

   B. Teachers and students had a slightly more important role in decision-making at Troy in 1970 than in 1960.

   The significance of these comparisons is that they show Troy has experienced political development. It moved from a primarily elite system to a primarily bureaucratic system.

5. After you have discussed the comparisons which groups wrote, have them apply what they have learned. Ask them to read the descriptions of Dupont High School in 1965 and 1975 and to write two statements of comparison based on the descriptions.

6. Debrief these statements just as you did those about Troy High School.

# Part F - Alternative Futures

## Skills Kit/Section I, Part F

## Exercise 3 - Alternative Futures

After you have learned how to predict alternative futures and to evaluate different consequences of generalizations for the futures you prefer, you are prepared to enter into the task of designing alternative futures yourself. Many people who learn how to predict futures do so in order to be able to make plans for moving a system toward a goal.

An important part of designing alternative futures is to determine where the system is going at a given point in time. This can be done by predicting alternative futures in the standard way you have learned in these exercises. Predict alternative futures for the unit in which you are now studying. Do so by following the three main steps of predicting alternative futures. Fill in the space below with your responses to the steps.

1. Determine a trend in one or more political systems.

____________________________________________

____________________________________________

____________________________________________

2. Generate alternative futures which the system might undergo.

Future Number 1

____________________________________________

____________________________________________

____________________________________________

Future Number 2

________________________________________

________________________________________

________________________________________

Future Number 3

________________________________________

________________________________________

________________________________________

3. Determine the likelihood of each of these alternative futures.

________________________________________

________________________________________

________________________________________

Once you have determined alternative futures and their likelihood, then you want to determine where you want the system to go. You do this by thinking about an ideal alternative future which you yourself would prefer to see. Sketch the most preferable future for the system you are now studying in the space below.

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

Once you have determined where the new system is and where it is you want the system to be, then develop a set of generalizations which allow you to get there. The question is: What will promote development into the type of system you would prefer? You should be able to list at least three generalizations which will promote system development into your optional alternative future. Make a set of generalizations and list them in the space provided below.

1. ______________________________________________

______________________________________________

______________________________________________

2. ______________________________________________

______________________________________________

______________________________________________

3. ______________________________________________

______________________________________________

______________________________________________

You can then work through these generalizations to determine a plan for achieving the type of alternative future you would like to see. The steps of the plan should consist of concrete activities which could be undertaken in order to maximize those things which promote system development. For example, if you are in a coalitional system and you would like it to be elite, steps in development might be to influence recruitment of leaders so that people who could exercise control were in leadership positions. The second step might be to formulate programs in which these leaders had special skills so that they could easily gain support of the followers. The third step might be to assure the support of followers by concentrating political resources with the leaders that have been recruited. These steps would transform a coalitional system into an elite system over the long run.

Look at the generalizations that you have formulated and sketch five steps which would form a concrete plan for the change of the system from where it is to where you want it to be, or outline five steps which would support the system the way it is if you want to keep it that way. Outline these steps below.

1. ______________________________

______________________________

______________________________

2. ______________________________

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______________________________

3. ______________________________

______________________________

______________________________

4. ______________________________

______________________________

______________________________

5. ______________________________

______________________________

______________________________

As you move through the Political Issues course, think about the consequences of alternative futures and whether or not you prefer the system to move in the trend that is predicted. If you do not, think about a plan which you can use to design alternative futures which are more preferable to you.

## Skills Kit/Section 1, Part F
## Teacher's Checklist
## Exercise 1/Alternative Futures

This lesson is designed to introduce students to some basic ideas about forecasting alternative futures. It introduces them to three criteria for forcasting alternative futures and gives them the opportunities to apply what they know to material in the student text.

### Instructional Objectives

As a result of working with this exercise students will be able:

1. to identify three criteria for making comparisons. Students can demonstrate achievement of this objective by their responses to items in this exercise.
2. to use criteria in projecting alternative futures. Students can demonstrate achievement of this objective by applying the criteria they learn in this lesson to material about the system they are studying in the student materials.

### Instructional Procedures

As you work with this exercise, it will be helpful to refer to the following criteria for projecting alternative futures.

1. Identify a trend in the political experiences of one or more political systems.
2. Project alternative future events in the political experiences of one or more systems.
3. Determine likelihood of alternative futures in one or more political systems.

These criteria are those that students will learn in this exercise.

There are two basic instructional procedures which should be followed in carrying out this exercise. They are listed as follows:

1. Pass out the exercise to students. You should have the material contained in a separate packet marked Skills

Kit/Section 1, Part E--Alternative Futures. This packet should contain copies of the exercise necessary to conduct the activity in class. Students should think about the unit that they are working with as they fill out this exercise,

2. Discuss the exercise with students using the following questions as a base.

   A. What generalizations did you make about the political unit which we are studying?

      Students should state generalizations which project a trend about the future of the political unit which they are studying. They can use other generalizations they have formed in the unit or they can attempt to form new generalizations. There are no right or wrong generalizations. Some will be more indicative of future events than others. In any case, students should connect one variable with another and the generalizations should be a useful springboard for determining alternative futures.

   B. What alternative futures can you predict based on this generalization?

      Alternative futures generally should take the form of a different political system type which the system might turn into in the future. If it is an elite system, this system might continue as an elite system. It also might reverse its trend and become more participant. On the other hand, it might only change slightly because of some event and, therefore, become more bureaucratic or coalitional. Each of the four system types represent a possible alternative future for a political system.

      Students should understand this and you should carefully go through the alternative futures they project so they can see that the system may stay the same or transform itself into any other political system. Students should see how the factors they mention in their generalizations help them to see whether or not the system will stay the same or change in the future.

C. What are the probabilities of any of these alternative futures becoming a reality?

Students should be able to determine how to project probabilities for alternative futures. The chief method for projecting the probabilities is giving reasons for why a system would take one form rather than an other. The generalization should serve as a guide to see what the likelihood is that the system would take one course rather than another in the future. For example, an elite system that is well controlled probably has less probability of becoming a participant system than a coalitional system would. As long as the students think out the reasons for the assigned probability they will be doing the appropriate task.

D. Which of the futures do you prefer? Do you think anything will change your projection for an alternative future?

Students should be able to speculate about which alternative future they personally perfer whether or not a variety of events might change their predictions of alternative futures to be more like their preferences.

If the projections have promoted student understanding of the criteria of alternative futures and they have applied their ideas to the case they are studying in the unit materials, then they have fulfilled the objective for this exercise.

## Skills Kit/Section I, Part F

## Exercise 2 - Alternative Futures

You have seen how there are three steps in predicting alternative futures. The steps are listed below:

1. Identify a trend in the political experiences in one or more political systems.
2. Project alternative future events in the political experiences of one or more political systems.
3. Determine the liklihood of different alternative futures in one or more political systems.

These steps allow you to look at a system and to make a prediction based on knowledge about trends in a system. However it leaves one important question unanswered, that is the question of what you prefer and how you can support or change trends in order to have systems look more like those of which you want to be a part.

For example, someone might predict what is happening to the economy. They might predict a recession or inflation. This is sorry news. The future doesn't often look like we want it to look. We try to invent ways to change things about our future predictions that we don't like. We also try to find supports for activities we prefer. This exercise is designed to offer you some practice in determining in what you might do about a future that you predict, and how factors can interact with others in order to change the future of political systems.

Determining what you can do about alternative futures requires four basic steps. First of all you must forecast a future, you must determine what future is most the likely of the alternatives you can think of. You then need to determine which of the futures you prefer. Second, you need to state a generalization of a different type than you have developed before. You need to state a generalization about how the system can move from where it is to where you want it to be.

A third step involves determining the consequences of the interaction of one generalization with another. For example, let us suppose that there is an elite system in which resources and activities are controlled by a few people. Your prediction is that the system will continue to operate in this way because leaders are able to exercise control over followers. Let's suppose that you don't want to be this way. You want several different interests to be represented in the system. The likelihood of this is small unless another generalization can come into play. Let us suppose that we make a generalization that when interests are organized among followers, leaders tend to have less control and to be forced to accept the input of followers. You can project the consequences of this would be the formation of a more coalitional system.

Once you have stated another generalization and determined its consequences you can then predict how you can change or support the original system. You need to look at your generalization and determine what kind of organizational moves could be made in order for control to be weakened. This allows you to talk about how systems can be supported or changed.

Look at the system that you have just studied in this unit. Forecast an alternative future for this system using the following steps:

1. State a generalization which projects a trend about the system which you have been studying.

________________________________________

________________________________________

________________________________________

2. Now forcast several alternative futures for the system.

____% Future #1: ____________________________

________________________________________

________________________________________

____% Future #2: ____________________________

________________________________________

________________________________________

____% Future #3: ____________________________

________________________________________

________________________________________

3. Determine the likelihood of the alternative futures. Place a percentage of likelihood in the left hand side next to each of the futures you have projected. Explain your assignment of percentages in the space below:

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

This method allows you to predict a future for a system which you have just studied. Write what you think is the most likely alternative future in the space below and explain your reason for your prediction.

______________________________________________________________

______________________________________________________________

______________________________________________________________

You have now made a prediction about the future of the system. In the space below, write a description of the alternative future which you most prefer for this system.

______________________________________________________________

______________________________________________________________

______________________________________________________________

You can now see whether there is any difference between the future you have predicted and the future which you prefer. If there is a difference, make a generalization about how you think the system could become the way you most prefer it. If there is no difference, then make a generalization about how the system might be supported in the future. Use the space below to write the generalization you have chosen.

Generalization: ____________________________________________

______________________________________________________________

______________________________________________________________

You can see how one generalization might have consequences for the system. The system might change its path because of events contained in the second generalization. These changes are called "consequences." Consequences happen when new factors affect the normal trend of events for a system. For example, new participation can off-set control or new control can off-set new participation. You need to determine the likelihood that a factor might affect a system. State a percentage figure and an explanation for the likelihood that the factors in your generalization might affect the system you have been studying.

You can now see how your original prediction might be supported or changed by new information and new events happening in a political system. Use the space below to indicate a description of how you think the system you have studied might change over time to become more like the system you prefer. Then state what role you think you might play in being able to support or change the system.

Throughout the time you are studying the Political Issues course, remember that alternative futures are not only predicted, they can also be changed. It is as important to understand how factors can change the futures of systems as it is to be able to do the original predictions.

## Skills Kit/Section 1, Part F
## Teachers Check List
## Exercise 2/Alternative Futures

Exercise 2 on alternative futures takes students one step further in their analysis. They have learned the criteria for generating alternative futures. They now learn how to state their own preference for an alternative future and how to generate generalizations which will allow them to see how the system might move in a direction that reverses or changes the trend in the system they have projected.

### Instructional Objectives

As a result of working with this exercise, students should be able:

1. to identify generalizations which can support change in a predicted alternative future. Achievement of this objective can be measured by small group responses to questions in this exercise.
2. to apply their skills of forming generalizations about alternative futures to the case material from the unit they are studying. Students' responses to the questions in this exercise will indicate whether or not they have mastered this objective.

### Instructional Procedures

There are three basic instructional procedures which you should follow in this lesson.

1. Divide students into small groups of five to eight people. Have them read and discuss the worksheet contained in the exercise. Have them respond as a group to the worksheet and appoint a spokesman who can talk about their work in class discussion.

2. Ask each discussion group to report the findings of the group.

3. Discuss with the class as a whole the alternative futures they have predicted for the system you are now studying. Use the following questions for the bases of discussion.

    a. What alternative futures have you predicted for this system?

        A student should be able to indicate several alternative futures for the system they are studying. They should be able to go through the basic steps of generating alternative futures. They should be able to identify a trend, posit alternative futures, and talk about the probability of these futures coming about.

    b. Which of these futures do you prefer?

        Students should be able to indicate which of the futures they prefer, if any. They might also prefer some future which is not one that they have predicted. Find out the range of futures students prefer and write them on the chalk board. Have students discuss their reasons for preferring these futures.

    c. What generalizations did you develop which would support or change the alternative future that you yourself prefer?

        Students should be able to write good generalizations which indicate how some event or factor might influence the system to move in a direction which is more like the alternative future they prefer.

## Skills Kit/Section I, Part F

## Exercise I - Alternative Futures

Many of the exercises you have worked with in this Skills Kit have helped you to understand things as they are. The ability to make good comparisons, to ask useful questions, and to formulate hypotheses can help you to find meaning in political life around you. This exercise introduces you to another skill, one which will help you understand political systems, not as they are, but as they might be in the future. The question of political futures is one of the most important questions that people ask. The ability to answer such questions is very valuable. In this exercise you will learn three criteria for predicting the alternative futures of a political system.

The first step in predicting alternative futures involves making generalizations about political experiences. In making such a generalization, you establish a trend in the political experience of one or more political units. If change is occurring in a system, what will the system be like in the future?

Think about the political system that this unit has focused on. In the space below, write a generalization about the political experience which is affecting the system.

Name of System: ____________________________________________

Generalization: ____________________________________________

____________________________________________

____________________________________________

What will this system experience in the future? Answering this question exposes you to the second criterion for predicting alternative futures: projecting alternative future events in the political experiences of one or more political systems. For any number of reasons, the present trend might be extended or reversed. Think about the political system which you are now studying. Do you think the present trend will continue into the future?

☐ yes ☐ no

Explain your answer:

________________________________________________

________________________________________________

________________________________________________

What alternative futures can you predict?

________________________________________________

________________________________________________

________________________________________________

Many students in this class may have projected different alternative futures for the political system you are studying. To become skillful in predicting alternative futures, you need to be able to determine which futures are most likely to happen. The third criteria for predicting alternative futures involves determining the likelihood or probability that a particular future will happen. Below, list the alternative futures you made based upon your generalization.

______________________________________________________________

______________________________________________________________

______________________________________________________________

Beside the future which you feel is most likely to occur, place a number "1." Place a number "2" beside the next most likely future. Now that you have listed the likelihood of alternative futures, determine more precisely how likely each is to occur. Next to your number 1 future, indicate how likely it is to occur. Is there a 50% chance it will occur, a 75% chance, a 90% chance? Write a percentage next to the future. Do the same thing for your second most likely future.

Now look at the alternative futures and their likelihood. Which alternative future seems most likely to happen? Describe this future in the space below and explain why you think it is likely to happen.

______________________________________________________________

______________________________________________________________

______________________________________________________________

This future should represent your prediction about what will happen in the system you are studying.

As you predict alternative futures in the Political Issues course, be sure to remember the following steps.

1. Identify a trend in the political experience of one or more political systems.
2. Project alternative future events in the political experiences of one or more political systems.
3. Determine the likelihood of different alternative futures in one or more political systems.

## Skills Kit/Section 1, Part F
## Teacher's Checklist
## Exercise 3/Alternative Futures

This lesson provides students who have learned about the steps in projecting alternative futures, and who have studied ways to introduce new generalizations which change the future, an opportunity to design their own alternative futures. It provides them a way to layout the steps which would promote the alternative future which they prefer.

### Instructional Objectives

As a result of working with this exercise, students should be able:

1. to identify the steps in achieving the alternative future they prefer. Achievement of this objective can be determined by student responses to the questions in this exercise.

2. to apply the steps in obtaining alternative futures to the case in the unit they are now studying. Student achievement of this objective will be determined by responses to questions in the class discussion at the end of the exercise.

### Instructional Procedures

There are three basic instructional procedures for this unit. They are listed below:

1. Divide students into small groups of five to eight members. Have students read and discuss Exercise 3.

2. Have one student from each group report the findings of the group about alternative futures.

3. Discuss with students how they would design their own alternative futures for the case which they are studying. Use the following discussion questions as guides:

A. What alternative futures did you predict for the system?

Students will be able to generate alternative futures for the system which they are studying. They will be able to identify trends, determine alternative futures, and identify the likelihood of a variety of alternative futures. They will also be able to give reasons for their predictions.

B. What are your own preferences for alternative futures and what generalizations did you form which might support or change the present trends in the system you are studying?

Students should be able to identify their preference and give reasons for it. They should also be able to generate generalizations which show how the present trend toward an alternative future might be changed or supported in order to achieve their preferable alternative future.

C. What steps would you take in obtaining the alternative future which you prefer?

Students should be able to state a step-by-step process through which the system they are studying might be changed more toward their preference.

## Moral Reasoning: Section II

### Introduction

This part of the skills kit focuses on moral reasoning skills. It contains twelve moral reasoning episodes, three episodes for each of the four units in the *Political Issues* course. The episodes for each unit can be used in any order you choose. The content of each episode corresponds to the content of the unit for which it was written. A list of all episodes appears below:

| | |
|---|---|
| Part A | Busing in Boston Episodes:<br>"Ms. Jones' Decision"<br>"The Corridor"<br>"Joe's Decision" |
| Part B | Clean Air Now Episodes:<br>"Gil's Decision"<br>"The Reporter"<br>"The Student Council" |
| Part C | Union Underground Episodes:<br>"Strike!"<br>"Friends"<br>"Wedding in Welch" |
| Part D | Jobs and Engines Episodes:<br>"John Green's Decision"<br>"Laid-Off"<br>"The Promotion" |

You will find student copies in envelopes marked with the title of a given episode. When your Teacher's Guide suggests that you turn to a specific part of the moral reasoning section, choose *any* episode within that section for use in class. The next time you turn to the same part, use another episode. Within each part, use the episodes in any sequence you wish.

## Instructional Procedures*

This set of instructional procedures outlines how you should work with a moral reasoning episode in your classroom. If you read through any of the episodes, you will find that they have four common characteristics. First, each episode focuses on the life of a central character. While other characters are present, their actions are important only as they relate to the central character. Second, in each episode, the central character deals with several moral and ethical issues. As you read the episodes, you will see that these issues include such things as matters of personal conscience, authority, truth, punishment, property, personal contract, and cival liberties. Third, each story confronts the central character with a choice. Usually, the choice is between two equally attractive alternatives. The episodes confront students with a choice by asking them what action the central character should take in the situation. Fourth, each episode is tied specifically to the content of one of the four issues in the Political Issues course. This content relevancy should provide continuity between the episodes and the unit with which students are working.

Below you will see a copy of "Ms. Jones' Decision," the first moral reasoning episode in Part A. Read the episode carefully. Following it are the instructional procedures you should use with the episode. These procedures will serve as a model for conducting a class using any of the twelve moral reasoning episodes.

"Ms. Jones' Decision" contains the four elements, common to all twelve episodes--central character, moral issues, choice, course related.

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*All episodes in this section are fictional.

## Ms. Jones' Decision

Ms. Jones taught English at South Boston High School where she was well respected by teachers. She and the other teachers had a difficult time coping with the violence which frequently erupted during the year 1974-75. School spirit was at a very low level and only sports activities seemed to unite students. The better the team, the higher the school spirit.

Ms. Jones followed the record of the football team closely. Her interest in sports in general and South Boston sports in particular, made her very popular among the students. She took a special interest in the football team because three of her English students were on the starting line-up. Largely due to the players in Ms. Jones' class, the team had an excellent record.

By the end of the first semester, Ms. Jones realized that Dan Flaherty, the team's quarterback, was in danger of failing English. He took the final exam, and as she suspected, he failed it. The exam, combined with his other grades, left Dan with a failing mark. School rules demanded that Ms. Jones turn in an ineligibility card with Dan's grades.

He had been a team leader since the beginning of the year. Without Dan playing, the football team would surely suffer. If the team performed poorly, the school spirit would sink even lower and the students might begin fighting among themselves.

But Dan did fail the test. There was no doubt about it. Ms. Jones felt most students would understand if she turned in a failing grade. Nevertheless, on the way to the office to turn in her grades, Ms. Jones considered changing Dan's mark to a passing grade.

Should Ms. Jones change Dan's grade to pass him?

The central character is a teacher at South Boston High School named Ms. Jones. The episode contains other characters such as Dan Flaherty and the teachers and students at South Boston High. However, they are present only to help clarify the situation in which Ms. Jones finds herself.

The episode also contains several moral and ethical issues. These include issues of authority, truth, and personal conscience. If you refer to the episode, you will find examples of these issues.

Authority: Ms. Jones considers whether or not to change Dan Flaherty's grade. One factor she must consider in making her decision is that the school has rules about turning in ineligibility cards. Since Dan failed, school authorities say she must turn in such a card.

Truth: Ms. Jones also must be aware that if she changes Dan's grade, she would not be telling the truth. Dan did fail and any other grade would be a misrepresentation of his true grade.

Personal Conscience: Ms. Jones knows that if she fails Dan, the record of the football team might suffer. This would likely have an effect on school spirit and indirectly lead to increased violence in the school. While she knows Dan failed, Ms. Jones worries about what could happen at South Boston High if she turns in his failing grade. But she also feels that good teachers turn in the grade their students earn. She has to reconcile these personal feelings to make a decision.

You should read all of the episodes before using them in your class. When you do, look carefully for the moral and ethical issues which they contain. Since the class discussion will focus on these issues, you should be familiar with them.

Each of the episodes confronts the main character with a choice. The choice always involves two alternatives either of which could be legitimately justified. Ms. Jones must choose whether to fail Dan or to pass him. She worries about failing him because that might result in violence in the school. She worries about passing him because that would require her to lie.

The episode ends by asking the students what Ms. Jones should do. On the basis of the information in the episode, they must decide what she should do. More than that, however, they will be responsible for justifying their decision with reasons. This is extremely important. A primary goal of CPE is for students to begin acting in a way which reflects both individual and group goals. The intellectual skills component of the course provides students with training to approach empirical problems. For example, the intellectual skills of comparison and question-asking help students to understand and investigate various aspects of political life. The participation component exposes students to several participant roles and the behaviors associated with them. It also provides students with training in skills such as conflict management.

In addition to intellectual and participation skills, CPE also provides opportunities for students to reason about moral and ethical issues. They confront these issues daily and will continue to confront them for the rest of their lives. If given practice, students can progress in their ability to reason about moral and ethical issues just as they can progress in their ability to analyze empirical problems. For example, students will give reasons for the action Ms. Jones should take. They will deal with other episodes throughout Political Issues some of which focus on moral issues similar to those in "Ms. Jones' Decision." As they continue to confront these issues, they will find that their classmates often give different reasons for the action the main character should take. Hopefully, by working with these episodes regularly, students will leave the course with an ability to think about moral issues from a variety of perspectives. If this happens, it will contribute to their ability to act in light of individual and group goals.

The following procedures will help you to use an episode in a forty-five minute class period.

1. Introducing the Episode

At the beginning of a class period, pass out an episode, "Ms. Jones Decision" for instance, to each student. Ask them to read it carefully. They will need about five minutes to complete their reading. For the next few minutes, you should call upon a variety of class members to have them recount the story. For example, you could call on one student to give the names of the characters involved. Then call on several others to summarize the episode as they understand it. Encourage students to raise questions if they are unsure what the episode says. Focus the discussion on the situation which the central character confronts, the decision which he/she must make, and the possible alternatives.

2. Making a Decision

While step 1 asks students to identify the decision the central character must make, step 2 asks them what the character should do. For example, in "Ms. Jones' Decision" students need to decide whether Ms. Jones should pass Dan or fail him. Students should decide this individually without consulting either you or other students. To be certain that students actually take a position ask them to write their decision at the bottom of the page after the question "Should Ms. Jones change Dan's grade to pass him?"

Some students may say they cannot decide using only the small amount of evidence presented in the episode. Tell them that there is no more evidence and, if they can, to base their decision on the episode as presented. Students should respond to the question at the bottom of the page by writing a simple "yes" or "no." Ask them to jot down several reasons for their decision. Step 2 should take less than five minutes.

3. Dividing into Groups

Shortly, students will work in groups sharing the reasons for the decisions they made. Step 3 outlines a convenient way for you to organize students into groups.

By a show of hands find out how many students answers "yes" to the question "Should Ms. Jones change Dan's grade?" Then find out how many students answered "no" to the question. After you have determined the number of students who decided "yes" and the number who decided "no," you should organize the class into groups of 6, all of whom took the same position. For example, if 18 students in a class of 30 decide "yes" and 12 decide "no," the class would be organized into 3 "yes" groups and 2 "no" groups. Ideally, your class should divide into groups which hold opposing views. Their opposing views give them a stake in the discussion.

If all students agree about the action the main character should take, it will be impossible to form groups with opposing views. For this reason, the Teacher's Checklist for each episode contains a suggestion for modifying the original episode. By using this suggestion, you can change the circumstances of the original episode so that students might respond in a different way. For example, to modify "Ms. Jones' Decision" ask students what Ms. Jones should do if Dan Flaherty were her son. If, by a show of hands, you determine that students failed to disagree over the original episode, then modify, the episode with the suggestion given. As with the original episode, ask students to write their responses at the bottom of the page. If they still fail to disagree, then simply organize them into groups of 6 and proceed. You should in no way encourage responses of "yes" or "no." After everyone has made a decision, however, use their answers to determine how you will group the class.

As mentioned, it is quite likely that some students will refuse to decide about the actions of the main character in the episode. If this happens, simply assign these students to random groups. Ask them to record what happens as the group works.

4. Sharing Reasons in Groups

At this point, students should be organized into groups of about 6. For the next 10 to 15 minutes students should share their reasons for making their decisions with other members of the group. Each group should make a list of its three best reasons. A group which felt Ms. Jones should not change Dan's grade might give any of the following reasons.

Ms. Jones should not change Dan's grade because:

--She would have to lie to change the grade.
--If he couldn't make a passing grade, he deserves to fail.
--There is a school rule which says she must turn in the grade is just doing her duty as a teacher.
--She might get fired if anyone finds out she changed it.
--She must give honest grades to maintain the respect of her students and the other teachers.

A group which felt Ms. Jones should change the grade to pass might give any of the following reasons.

Ms. Jones should change the grade to pass because:

--She is close with the students and they will expect her to.
--If she does not, the football team might suffer. The lowered school spirit might cause violence in the school.
--Dan might start to give her a hard time.
--The atheletic coaches would blame her for hurting the football team.
--She is the teacher and she can do what she wants.

These lists present only sample reasons. Your students may very likely come up with many others. Encourage them to think about as many reasons as they can. After, they do, they should identify what they feel are the three best reasons. Of course, students will follow this identical procedure if you modify the episode with the suggestion in the Teacher's Checklist.

To complete step 4 have a student from each group report his/her group's three best reasons to the entire class. You should jot these reasons down for use in step 5. If students begin to comment about the reasons given by a group, ask them to hold their comments for the following discussion. However, note any such comments and use them to begin step 5.

5 Discussing Reasons in Class

After all groups have reported, encourage students to question each other about the reasons they used to justify their positions. You could start the discussion by referring to a comment a student made when the groups shared their reasons with the entire class. You could also ask one group if they are convinced or persuaded at all by the reasons another group gave. Once a discussion has begun, you should act as an observer, monitoring the activity only to focus the discussion on reasons. Do not let the discussion turn into an argument over facts. If, you sense this is happening, raise a question about the reasons you jotted down in step 4. If the discussion continues to focus on facts rather than reasons, use the discussion questions contained in the Teacher's Checklist for each episode. Always encourage students to explain their responses with reasons. Discussion questions for "Ms. Jones' Decision" include:

-- What is Ms. Jones' obligation to Dan?
-- What is Ms. Jones' obligation to the school?
-- Is it ever alright for a teacher to break school rules?

During this discussion, be as open and non-judgmental as possible. There are no "right" or "wrong" answers. The purpose of the discussion is for students to practice reasoning about moral and ethical issues. The most effective way for them to do this is by sharing reasons with each other. If, students ask your opinion, consider the following possibilities:

1. If students perceive you as an authority figure, they may be heavily influenced by your responses. Simply tell them that you will share your opinion with them at the end of the discussion.
2. If students will accept your opinion and not be influenced by it, share it whenever asked.

6. Reconsider Episode

After students have discussed reasons for about 15 minutes, ask them to think for a moment about the various respons s they have heard. Then, as in step 3, ask them whether they feel Ms. Jones should change Dan's grade. Instruct them to jot down their asnwers on a sheet of paper. By a hand count, check how many students have changed their mind.

Most importantly, you should allow 5 or 10 minutes to debrief the discussion. In the debriefing, you should call on several students to identify the process they used as they discussed the episode. Specifically, focus on the sequence of steps used in considering the story. For example, you should call on students and ask them what they did when they first read the episode. In all episodes, the first thing students did was to identify characters and issues in the situation. If they need it, help students to recount the rest of the process. For instance, in discussing "Ms. Jones' Decision", students decided what Ms. Jones should do. Then they shared reasons for the decisions they made. This included both stating reasons and listening to the reasons of others. Finally, students restated or changed their original decision based upon reasons they heard in class discussion. As you debrief the episode, be sure to refer to portions of the class during which students identified characters and issues, made a decision, stated and listened to reasons, and restated or modified their original decision. This will help students to internalize this process for thinking about moral and ethical issues.

## Instructional Objectives

The specific moral reasoning skill objectives for Political Issues follow:

1. Students will be able to identify the characters and issues in the situation.
2. Students will be able to state a position concerning the issue(s) identified: they will be able to clarify their position and restate it.
3. Students will be able to give reasons for the position stated: they will be able to justify the position in light of all the circumstances in the issue.
4. Students will be able to consider alternative positions: they will be able to reflect on their position and to reconsider it in light of other reasons.
5. Students will be able to restate a position after clarification, and reflection.

## Checklist

When using any episode remember to observe the following steps as described above.

1. Introduce the Episode.
2. Have students make a decision about the actions of the main character.
3. Divide the class into groups.
4. Have students share reasons in groups and record their three best reasons.
5. Have students share reasons with the class.
6. Have students reconsider the episode in light of reasons they have heard. They should decide again about the actions of the main character. Then debrief the session.

# Part A

## Busing in Boston

"Ms. Jones' Decision"
"The Corridor"
"Joe's Decision"

## Ms. Jones' Decision

Ms. Jones taught English at South Boston High School where she was well respected by teachers. She and the other teachers had a difficult time coping with the violence which frequently erupted during the year 1974-75. School spirit was at a very low level and only sports activities seemed to unite students. The better the team, the higher the school spirit.

Ms. Jones followed the record of the football team closely. Her interest in sports in general and South Boston sports in particular, made her very popular among the students. She took a special interest in the football team because three of her English students were on the starting line-up. Largely due to the players in Ms. Jones' class, the team had an excellent record.

By the end of the first semester, Ms. Jones realized that Dan Flaherty, the team's quarterback, was in danger of failing English. He took the final exam and, as she suspected, he failed it. The exam, combined with his other grades, left Dan with a failing mark. School rules demanded that Ms. Jones turn in an ineligibility card with Dan's grades.

He had been a team leader since the beginning of the year. Without Dan playing, the football team would surely suffer. If the team performed poorly, the school spirit would sink even lower and the students might begin fighting among themselves.

But Dan did fail the test. There was no doubt about it. Ms. Jones felt most students would understand if she turned in a failing grade. Nevertheless, on the way to the office to turn in her grades, Ms. Jones considered changing Dan's mark to a passing grade.

Should Ms. Jones change Dan's grade to pass him?

## Teacher's Checklist for

## "Ms. Jones' Decision"

1. Introduce the episode.

2. Have students make a decision about whether Ms. Jones should change Dan's grade to pass him.

3. Divide the class into groups.

If you must modify the original episode, ask students to decide what Ms. Jones should do if Dan were her son.

4. Have students share reasons in groups. Have them record their three best reasons.

5. Have students share reasons with the class.

Discussion questions, when necessary:

What is Ms. Jones obligation to Dan?

What is Ms. Jones obligation to the school?

Is it ever alright for a teacher to break a school rule?

6. Have students reconsider the episode in light of the reasons they have heard. They should decide again about what action the main character should take. Conclude by debriefing the process for reasoning about moral issues.

## The Corridor

As tension mounted at Hyde Park High School, fights sometimes broke out between black and white students. The corridor near the front of the building was the scene of the majority of the violence. Many students joined fights in the corridor when they saw their friends being hurt. Bill and Susan agreed early in the year to help each other whenever a fight broke out.

While they deplored the violence of the school, they felt the best way to avoid harm was to stick together.

On a cold December day, a fight broke out in the corridor. Even though the police moved in quickly, they were unable to break it up. Bill was not directly involved but he looked on anxiously as he stood next to a policeman. As many police attempted to break up the fight some, like the one next to Bill, made sure other students did not join.

Out of the corner of his eye Bill spotted Susan on the ground held down by one student as another one kicked her. Bill could not control himself. He started to move to help Susan. As he did, the policeman next to him held up his night stick. He pushed Bill away, threatening to take Bill out to the paddy wagon. Now, as before, Bill was gripped by the violence which he hated. He couldn't stand it. He either had to jump in the brawl to help Susan or walk away.

Should Bill help Susan?

## Teacher's Checklist for

## "The Corridor"

1. Introduce the episode.

2. Have students make a decision about whether Bill should help Susan.

3. Divide the class into groups.

If you must modify the original episode, ask students what Bill should do if Susan were his sister.

4. Have students share reasons in groups. Have them record their three best reasons.

5. Have students share reasons with the class.

Discussion questions, when necessary:

What obligations do you have to a friend?

Is it ever alright to break a promise?

6. Have students reconsider the episode in light of the reasons they have heard. They should decide again about what action the main character should take. Conclude by debriefing the process for reasoning about moral issues.

## Joe's Decision

Joe Hill was a senior at South Boston High School. When court-ordered busing began, Joe made several new friends who were bused to South Boston from Roxbury. Joe formed a study group with several black students. They helped each other to study for tests and were frequently seen together after school. All of their grades had improved a great deal as a result of the study group. Though it displeased his parents, Joe was one of the few white students who made friends with the blacks. They became extremely close.

Joe's father owned a grocery store in South Boston. He did a good business until residents found out how close Joe had become with the black students. Business began to slow down and the Hill family received frequent threatening phone calls. Most callers said they would do business at another grocery until Mr. Hill stopped Joe from associating with his friends from Roxbury.

At dinner one evening, Mr. Hill told Joe that he should stop spending time with his black friends. He mentioned the declining business at the grocery and the threatening phone calls both of which might mean danger for the family. Mr. Hill forbade his son from meeting with the study group even if the meetings did help his grades.

Joe was confused. At first he resented his father giving him orders. He was a senior in high school. Besides, his father was asking him to stop seeing his best friends. On the other hand, Joe didn't want to disobey his father whom he had always respected. If he continued to see his friends, the grocery store might continue to lose customers and maybe even go out of business. Then what would the family do for money?

Should Joe stop seeing his friends?

## Teacher's Checklist for

## "Joe's Decision"

1. Introduce the episode.

2. Have students make a decision about whether Joe should stop seeing his friends.

3. Divide the class into groups.

If you must modify the original episode, ask students what Joe should do if he weren't so close with his black friends.

4. Have students share reasons in groups. Have them record their three best reasons.

5. Have students share reasons with the class.

Discussion questions, when necessary:

What is Joe's obligation to his father?

What is Mr. Hill's obligation to Joe?

Should Joe stop seeing his friends if it would increase business at the grocery store?

6. Have students reconsider the episode in light of the reasons they have heard. They should decide again about what action the main character should take. Conclude by debriefing the process for reasoning about moral issues.

## Part B

## Clean Air Now

"Gil's Decision"
"The Reporter"
"The Student Council"

## Gil's Decision

Gil Collins worked for a small electronics firm in Riverside, California. The company was losing money because the parts it produced were not in great demand. He and his wife Paula had three children and they all lived on Gil's moderate salary. As pollution controller at the electronics plant, Gil was responsible for seeing that it did not create unnecessary pollution for the Riverside area. One day, almost accidently, Gil noticed a pipe buried beneath the ground running from the plant and surfacing at a nearby open sewer.

Gil knew this was a violation of law and that he should report it to Mr. Krum, president of the company. He knew Mr. Krum would not be happy since the company could be fined severely for this violation of the law. If the company did receive a fine, it probably could not pay it and might even have to close down. If this happened Gil and all his friends would be without jobs. If Gil did not report what he had seen, it might go unnoticed for a few months or even a few years -- perhaps enough time for the company to begin making money again.

Should Gil report the violation?

## Teacher's Checklist for
## "Gil's Decision"

1. Introduce the episode.

2. Have students make a decision about whether Gil should report the violation.

3. Divide the class into groups.

If you must modify the original episode, ask students whether Gil should report the violation if several other employees also saw it.

4. Have students share reasons in groups. Have them record their three best reasons.

5. Have students share reasons with the class.

Discussion questions, when necessary:

Should Gil report the violation for fear of being fired if he is found out?

Should Gil think about what is best for the company in making his decision?

6. Have students reconsider the episode in light of the reasons they have heard. They should decide again about what action the main character should take. Conclude by debriefing the process for reasoning about moral issues.

## The Reporter

In Blackstone, California the Blackstone Evening Journal published many articles on subjects of community interest. Since air pollution adversely affected the city, the Evening Journal frequently contained articles on this topic. Ray Greenfield was the environmental reporter for the paper and the author of most of these articles.

In the winter of 1974, Ray wrote a series of articles about the automobile as a cause of air pollution. In the series, Ray noted that the state of California required all new cars be equipped with air pollution control devices. While the devices reduced the amount of dangerous emissions from automobiles, Ray reported they also severely reduced gas mileage.

One of Ray's articles contained a report about a Blackstone man who, for five dollars, would remove the air pollution control devices from a car. According to the article, the man removed over 50 such devices per week.

After reading the article, Al Locke, a representative from the mayor's office appeared at the Evening Journal insisting to see Ray. Al asked Ray for the identity of the man who was removing air pollution control devices from cars. Al said the man posed a real threat to the Blackstone community and that Ray should help put him out of business.

Ray had become a successful reporter because his sources trusted him not to reveal their identities. If he gave the name of the man to Al Locke, Ray would be breaking a promise not to reveal the man's name. In addition, Ray's word might never be trusted in the future. The reputation of the paper might also suffer. Ray felt he had a right to protect the source of his information.

Al Locke asked Ray to reveal the name for the good of Blackstone. He intended to return to Ray's office with the Blackstone police. If Ray did not reveal the name of the man who removed air pollution control devices, Al would hold him in jail indefinitely.

Should Ray reveal the name?

## Teacher's Checklist for

## "The Reporter"

1. Introduce the episode.

2. Have students make a decision about whether Ray should reveal the name to Al Locke.

3. Divide the class into groups.

If you must modify the episode, ask students to assume that the chief editor will fire Ray unless he cooperates with Al Locke. Should he reveal the name?

4. Have the students share reasons in groups. Have them record their best reasons.

5. Have students share reasons with the class.

Discussion questions, when necessary:

Should Ray report the truth even if it means he might go to jail?

How far should Ray go to protect the identity of his sources?

6. Have students reconsider the episode in light of the reasons they have heard. They should decide again what actions the main character should take. Conclude by debriefing the process for reasoning about moral issues.

## The Student Council

Martha Smith was President of the student council at Brestol High School in Brestol, California. She was known as an aggressive person and was a popular student. Under her leadership, the student council had been active in Brestol community affairs. Known for its service to the Brestol citizens, it gave Brestol High a very good reputation. Soon it would begin to meet with student councils from all over southern California to increase student impact on environmental affairs. Martha looked forward to this opportunity.

The student council became involved in many local community issues, but none seemed to cause as much trouble as its fight against air pollution. Brestol suffered from smog due to exhaust from cars and trucks. Martha felt no one in Brestol recognized smog as a serious problem. She thought the student body at Brestol high could help focus attention on this issue. The student council organized students to work, on their own time, in eight one-hour shifts, picketing the local car dealerships and gasoline service stations. While the students did not try to prevent anyone from entering these places, they did carry signs which stated that cars caused most of smog in the Brestol area. A local newspaper ran an article on the student activity and the Brestol television station showed films of the students picketing.

After a week of picketing, many car dealers and service station owners began to call the school principal, Mr. Owens. Apparently, the students scared away customers from the businesses they picketed.

Mr. Owens immediately called Martha into his office to discuss the problem. The picketing, he said, could ruin the school's good reputation. Mr. Owens, noting that he had no authority over students outside of school, urged Martha to use her influence to call off the picketing. Mr. Owens said he would not allow the Brestol High student council to participate in the all southern California environmental meeting unless Martha called of picketing.

Martha was shocked. She thought the council's picketing was serving a constructive purpose. Many people were hearing of the dangers of air pollution. Why should she use her influence to call it off just because some local businesses were mad?

But Mr. Owens was the principal and he was relying on her. Mr. Owens knew the students would listen to Martha. Besides, if she didn't call off the picketing, Brestol High could not participate in the all southern California environmental meeting, a chance to have an impact on the entire state?

Should Martha call off the picketing?

## Teacher's Checklist for
## "The Student Council"

1. Introduce the episode.

2. Have students make a decision about whether Martha should call off the picketing.

3. Divide the class into groups.

If you must modify the episode, ask students what Martha should do if the picketing were taking place in school where Mr. Owens had authority.

4. Have the students share reasons in groups. Have them record their three best reasons.

5. Have students share reasons with the class.

Discussion questions, when necessary:

Should Martha refuse to call off the picketing even if it means she will be expelled from school?

Should the students stop picketing because they know Martha is in a tough position?

6. Have students reconsider the episode in light of the reasons they have heard. They should decide again about what actions the main character should take. Conclude by debriefing the process for reasoning about moral issues.

## Part C

## Union Underground

"Strike"
"Friends"
"Wedding In Welch"

## Strike!

Wil Thompson had worked in the Clancey mine for two years. At twenty-two he was the youngest employee at Clancey. The good salary he made enabled him to support a wife and two young children. During his two years, Wil had participated in over ten walkouts. He had been told by other people at the mine that besides a hard days work, the most important thing was to support the union.

Since the union strike fund rarely could completely pay the salaries of striking workers, they often lost money by participating in strikes. The older more loyal miners didn't seem to mind the money loss. However, Wil's first loyalty was to his family and he resented losing money on strikes, many of which he did not support.

One day the men at Clancey walked out claiming the local union official had threatened to fire two of them for taking an extra long lunch hour. Wil thought a walkout for this purpose was not called for and so he considered remaining in the mine. As they filed past Wil, he burned inside knowing that once again he and his family would loose money on a strike if he participated. They had recently purchased a new house and were barely able to make the payments. Now he was being asked to walk off the job. If he did, his income for the week would surely go down and he might miss a house payment because of it. If he stayed on the job he would make full salary.

The men passed and saw Wil remain in the mine. The last man to pass reminded Wil that everyone expected him to support walkouts such as this one. He warned him of other miners who had been found beaten for not supporting a strike. He demanded a response from Wil. Would he join the walkout or remain on the job?

Should Wil remain on the job?

## Teacher's Checklist for

## "Strike!"

1. Introduce the episode.

2. Have students make a decision about whether Wil should remain on the job.

3. Divide the class into groups.

If you must modify the original episode, ask students to assume there was a safety hazard in the mine. Should Wil remain on the job?

4. Have the students share reasons in groups. Have them record their three best reasons.

5. Have students share reasons with the class.

Discussion questions, when necessary:

What is Wil's obligation to the Union?

Should Wil stay in the mine even if it means he might be beaten?

Is it ever alright to break a promise?

6. Have students reconsider the episode in light of the reasons they have heard. They should decide again about what action the main character should take. Conclude by debriefing the process for reasoning about moral issues.

## Friends

Jake Stevens had moved to West Virginia with his wife and two children. He had worked as a miner for the Star Coal Company for ten years, ever since he moved to West Virginia. During that time, he had become close friends with many miners especially Rick Beyer. Rick had helped Jake to put an addition on his house and Jake was grateful. Their children spent weekends together and their wives were the best of friends. While Jake liked it in West Virginia, Rick frequently talked about getting enough money to move away. He said he wanted a better place to bring up his two children.

One day Rick told Jake he would never see him again. He had saved more than $10,000 which the company had overpaid him on paychecks. The money would be enough for the Beyers to leave West Virginia and move to Cincinnati, Ohio. Rick wanted Jake to know how to contact them.

About a week after the Beyers left, detectives from the Star Coal Company came to the Stevens home. Star had relized it had been making errors on the paychecks of 26 miners. They found 25 but were unable to locate Rick Beyer. Since they knew Rick and Jake were good friends they came to ask Jake where to find Rick. Jake was their only lead. Jake told them he did not know where Rick was, but they did not believe him. They said he could lose his job and maybe go to jail for withholding information from the company.

Jake thought carefully about what to do. Rick was his best friend. He was probably safe now in Cinncinnati with his family. The company would probably never find him without Jake's help.

However, if the company found out Jake withheld information, he might lose his job and go to jail. He puzzled about what to do.

Should Jake tell what he knows about Rick?

## Teacher's Checklist for

## "Friends"

1. Introduce the episode.

2. Have students make a decision about whether Jake should tell what he knows about Rick.

3. Divide the class into groups.

If you must modify the original episode, ask students what Jake should do if the authorities offered him a $5000 reward.

4. Have the students share reasons in groups. Have them record their best reasons.

5. Have students share reasons with the class.

Discussion questions, when necessary:

What is Jake's obligation to Rick?

What is Jake's obligation to tell everything he knows?

Suppose Rick does not have a family, should Jake decide differently?

6. Have students reconsider the episode in light of the reasons they have heard. They should again think about what action the main character should take. Conclude by debriefing the process for reasoning about moral issues.

## Wedding in Welch

Sam Victor lived in Welch, West Virginia where his father and grandfather had worked in Blue Mountain No. 4 Mine. Sam had grown to love the country in West Virginia and wanted to settle there and possibly to work in the mine. Like many families, Sam's parents wanted him to leave Welch. They knew from experience how dangerous mining could be and they wanted something more for their son. Only a year before, Sam's uncle had been killed in a mining accident. When Sam recieved a scholarship from a nearby College, his parents thought he was on the way to a better life.

Throughout high school, Sam had dated Claudia Russell, a nurse in a local hospital. They planned to marry when he graduated. The high wages earned by miners convinced Sam he could provide for Claudia.

His parents pressured Sam to leave Welch and to take the scholarship. Since he was not yet 18, Sam needed their legal consent to marry Claudia. However, they refused to give it. They said they had nothing against her, but they just wanted him to leave Welch and go to college. Then he could return to Welch if he still wanted to.

Sam graduated and during the summer turned 18. Since both he and Claudia were not 18 they no longer needed their parents consent to marry. They planned a wedding for the end of August. Sam's father pleaded with him not to go through with it. He knew if Sam and Claudia were married they, like many other couples who married young, would never leave Welch. His mother urged her only son to reconsider.

A day before the wedding, Sam began to have second thoughts. He wondered if he should marry Claudia as he had promised or leave Welch to enter college.  If he went to college he could think out the situation more clearly.  He had to decide something quickly.

Should Sam marry Claudia?

## Teacher's Checklist for
## "Wedding in Welch"

1. Introduce the episode.

2. Have students make a decision about whether Sam should marry Claudia.

3. Divide the class into groups.

If you _must_ modify the origianl episode, ask students what Sam should do if there are no jobs available at Blue Mountain No. 4 mine.

4. Have the students share reasons in groups. Have them record their best reasons.

5. Have students share reasons with the class.

_Discussion questions_, when necessary:

Should Sam stay in Welch even though his parents want him to leave?

Should Sam stay in Welch and rish the dangers of becoming a miner?

What is Sam's obligation to Claudia?

6. Have students reconsider the episode in light of the reasons they have heard. They should again think about what action the main character should take. Conclude by debriefing the process for reasoning about moral issues.

## Part D

## Jobs and Engines

"John Green's Decision"
"Laid Off"
"The Promotion"

## John Green's Decision

John Green aspired to become president of the Diesel Worker's Union. He was swing man on the block line at Cummins Engine Company. As swing man, John had learned how to set up and run every machine on the line. He had good relations with other workers and was highly thought of by management. In 1972, Cummins had so many orders for engines that it had to import engine blocks from Japan. Many members of the Diesel Worker's Union, including John Green, felt that the Company should not import blacks from Japan. After all, they thought, why should Cummins give jobs to Japanese workers when there were plenty of people in Columbus without jobs?

At a union meeting, many men suggested that the union strike until the company ceased importing Japanese engine blocks. John felt that if he could use his influence to avert a strike, management would support his bid next year for president of the union. Without management support his chances were poor. John also knew that if there were a strike his family of five would have to exist on a unemployment check of $50.00 per month.

Most members of the union wanted a strike. Many consulted John and said they expected him to go along with them. After all, if he wanted to be president of the union next year, he should vote for a strike with the majority of workers.

Should John vote for a strike?

## Teacher's Checklist for

## "John Green's Decision"

1. Introduce the episode.

2. Have students make a decision about whether John should vote for a strike.

3. Divide the class into groups.

If you must modify the original episode, ask students what John should do if management ordered him to vote against the strike.

4. Have the students share reasons in groups. Have them record their three best reasons.

5. Have the students share reasons with the class.

Discussion questions, when necessary:

What obligation does John have to the men in the union?

Should John vote for a strike even if it means management will not support him in the election?

6. Have students reconsider the episode in light of the reasons they have heard. They should again think about what action the main character should take. Conclude by debriefing the process for reasoning about moral issues.

## The Promotion

Stella Gibson worked in the finance division at Cummins Engine Company. She was the highest paid woman at Cummins. To keep up with the technical aspects of the business she frequently toured the engine plant. Many of the men who worked in the plant knew Stella well. They knew she was sympathetic to their problems and they often shared them with her. Highly devoted to Cummins she hoped, more than anything in the world, to become a Vice President. She had a good chance as long as she continued making decisions which pleased her bosses. Shortly, either Stella or Ray Crieghton was certain to be promoted to a Vice President position. Even though they worked together Stella never liked Ray, strongly suspecting him of stealing company money. She felt Ray could not provide strong leadership for the company.

In late 1974 Cummins profits were declining because it sold fewer and fewer engines. To cope with the situation she knew the company had to reduce the number of engines it produced. The Vice Presidents asked Stella to develop a plan to lay off 1500 workers. This, they felt, would temporarily solve the problem. By asking Stella to develop the plan, they indicated she could develop a better plan than Ray.

Stella knew that lay offs would help. She also knew what working meant to the people in the plant. It was their livlihood, often their only source of income. She felt there were other solutions and therefore did not submit a plan.

A week after the original request for a plan Stella received a memo from the Vice Presidents. They reminded her to submit a plan told her to look forward to a promotion. However, if they received no plan in two days, the Vice Presidents would turn to Ray Creighton.

Stella wanted the promotion. She had worked hard for 10 years to get it. If she submitted a plan though 1500 workers, many of whom were Stella's personal friends, would loose their jobs. If she failed to submit a plan, she would loose the promotion and any chance of becoming a Vice President to Ray Crieghton.

Should Stella submit a plan?

## Teacher's Checklist for

## "The Promotion"

1. Introduce the episode.

2. Have students make a decision about whether Stella should submit a plan.

3. Divide the class into groups.

If you _must_ modify the original episode, ask students what Stella should do if she were assured of a Vice President's position for submitting a plan.

4. Have the students share reasons in groups. Have them record their three best reasons.

5. Have the students share reasons with the class.

_Discussion questions_, when necessary:

Should Stella report her suspicions about Ray?

Should Stella develop a plan even if it means putting some of her best friends out of work?

Is Stella's obligation to the company more important than her obligation to her friends?

6. Have students reconsider the episode in light of the reasons they have heard. They should again think about what action the main character should take. Conclude by debriefing the process for reasoning about moral issues.

## Laid-Off

Richard Turner worked on the line at Cummins Engine Company until the first lay-off of 1975. At that time he was told by the company that he might be out of work for as long as a year. His wife, Karen, was a secretary at Cummins. Her salary supported the Turner family while her husband was off the job. A second lay-off, however, caused Karen to lose her job too. Her boss said he was sorry but the company could no longer afford to pay her salary. His apologies did not comfort her.

On her way out of the office, Karen picked up her paycheck knowing it would be the family's last for a long time. They would have to use it to pay their family doctor for a recent house call. That left them with nothing but small unemployment benefits which they received.

On her way out to her car Karen took a short cut through the cafeteria area. She noticed the kitchen doors were open so she looked inside. As usual, the walls were stocked with large cans of food used daily in the cafeteria. Ten of these cans could feed her family for a month. Karen knew the company didn't need the food as much as her family did. As she thought about taking some food she noticed the security guard pass by. Another one would pass in a few minutes. If she quickly took some food, she could leave without ever being seen. Karen had to take the food or leave. Whatever she did, she had to act fast.

Should Karen take the food?

## Teacher's Checklist for

## "Laid-off"

1. Introduce the episode.

2. Have students make a decision about whether Karen should take the food.

3. Divide the class into groups.

If you must modify the original episode, ask students what Karen should do if her family were in immediate need of food.

4. Have the students share reasons in groups. Have them record their three best reasons.

5. Have the students share reasons with the class.

Discussion questions, when necessary:

Should Karen steal from the company which once employed both her and her husband?

How should Karen's obligation to her family influence her decision?

Should Kare steal, especially if she might get caught?

6. Have students reconsider the episode in light of the reasons they have heard. They should again think about what action the main character should take. Conclude by debriefing the process for reasoning about moral issues.

## Section III:
## Participation Skills And Experiences

### Introduction

Participation skills and experiences are a very important part of every unit in the Comparing Political Experiences course. In Political Issues, the Skill Kit is used to supply participation skills and experiences. This section is divided into four parts. The parts are listed below:

Part A: Participant Roles -- Training Activities

Part B: Participant Roles -- Application Activities in School and Community Settings

Part C: Participation Skills -- Training Activities

Part D: Participation Skills -- Application Activities in School and Community Settings

Throughout each of these parts, students are exposed to both role training and skill development exercises in school, community and work situations.

It is important to note that we have attempted to sequence the participation skills and experiences in the Political Issues course. Anyone who learned to drive a car in a simulated classroom driver trainer appreciates the significance of someone's first experience on the road. Highway traffic is often unpredictable and good driving requires a good instructor. When supervision is completed it is again a new experience to drive alone. Rules seem to fade into habits in good or bad driving. The process of developing affective political participation skills is much like learning to drive. Both require training, guided experience in ongoing situations and judgment which comes from forming habits of behavior.

The successful development of effective participation habits is a problem which has no simple solutions. In the Political Issues program, such habits are promoted in three ways: 1) providing appropriate settings for skill development; 2) creating mechanisms for feedback on performance; and 3) involving students in a process of modelling, adapting and transfering participation skills.

Classrooms often provide appropriate settings for training students in role behavior and specific political skills. Modelling and adaptation activities require a larger, "real" political arena. Schools provide relatively controlled, continuous and varied situations for carrying out these activities. School clubs, sports teams and peer groups constitute settings for modelling and adapting a variety of participant roles and skills. They are readily available to students. Through peer evaluation, students can also gain valuable feedback as they practice skills in ongoing political situations.

In the Political Issues program, students use the school as a political laboratory for engaging in participation experiences. For example,a student who has been trained in the classroom to perform an advocate role chooses a relevant school group and arranges to model or act out this role in an ongoing meeting of that group. Peers are assigned to observe the advocate and provide valuable feedback about the strengths and weaknesses of the student's performance.

Once they are proficient in modelling a role or skill, students learn to adapt it to fit a variety of specific situations. For example, they can practice advocate roles in formally organized school committees and informal peer groups. Through successive practice they learn to adjust their behavior in order to effectively participate in many different settings. Finally, they begin to transfer successful participation habits beyond their school experience to other political situations.

It is the goal of this section of the Skills Kit to prepare students for effective political participation in a wide variety of political situations. Throughout this section of the Kit, teachers are given choices about which activities they will undertake so that they can match students' experiences against necessary training in political skills in each of the parts in this kit. You should read of the introduction to each of the parts carefully before choosing an activity and before beginning to carry out either in-class or out-of-class participation exercises. In each part of this section, the teacher instructions precede the student materials.

## PART A: PARTICIPANT ROLES -- TRAINING ACTIVITIES

This part of the Political Issues Skills Kit is devoted to teaching students about roles which are commonly played in political groups. There are five roles included here: observer, supporter, advocate, facilitator, and organizer. After students learn some criteria for evaluating role performance, they act out the roles in in-class simulated activities. Through these activities, they will learn the role behavior necessary for effective student participation in a wide variety of political groups in their own everyday lives.

This section should be read thoroughly before any participant role training activity is undertaken. The directions are divided into five parts. First, general background on the five participant roles is given. Second, the possible lesson choices are outlined for teachers. Five roles are taught. There are two different levels of participant role training for each of the five roles. Altogether there are ten lessons. Instructional objectives for the part are outlined in the third section. Then, the specific instructional procedures for each lesson are outlined. Finally, the role profiles and necessary background pages for carrying out student activities are given.

### I. General Background

Role behavior is a very important part of any political group. People play a wide variety of roles when they act in everyday life. In some situations they are leaders, and in others they are followers. Students should be able to participate in many roles to be effective participants in political activities.

Five roles are taught in this part of the Skills Kit: observer, supporter, advocate, facilitator and organizer roles. The roles are arranged according to the amount of initiative the student must exercise in order to take the role. Observers, for example, need to exercise less initiative than advocates or organizers. Students are taught these roles in sequence so that they take increasing initiative as they learn new political skills.

Each of the five roles introduced in this section is outlined below:

1. *Observers are* people who listen carefully to group discussion and watch a group carry out activities. Observers are vital to any group. It is necessary for some people to keep silent, watch group activity, and try to make helpful suggestions for future activities of the group.

2. *Supporters are* people who help to carry out an activity. They are good at helping others to get things done. Without supporters, few groups could follow through on activities they plan.

3. *Advocates are* people who take a side on an issue and try to get others to agree with their position. An advocate is a person who has a strong position on an issue and can state a position and reasons for that position.

4. *Facilitators are* people who try to help people understand other points of view and to aid the group in coming to a compromise on an issue. A facilitator trys to listen to both sides and to reconcile differences of opinion in order to get a group decision made.

5. *Organizers are* people who try to plan and put together group activities. An organizer is a leader. A person who can mobilize people behind a task and get things done in the group is an organizer.

In lessons in this part of the Skills Kit, students practice each of these roles. They begin with observer roles which require less initiative, then proceed to organizer roles which require more initiative. In each case we hope to increase their confidence and skills as political actors until they can take a wide variety of roles in many political settings.

## II. Lesson Choices for Teachers

There are ten lessons in this part of the Skills Kit. Each pair of lessons focuses on one of the five roles. Therefore there are two activities on observer roles, two on supporter roles, etc. There are also levels of activities for each role. For example, one activity on the observer role asks students to act out the role of observer in a very simple setting. The second level activity in the observer category asks students to use their role as observer in a group strategy to get something done. This second lesson includes a higher level of role behavior than the first.

In choosing which activity to use in your class, you should think about which role you want students to practice. If students have not practiced observer roles, they ought to do that first, and so on up the scale of initiative until you get to organizer roles. If students have had experience as advocates, for example, then they are probably ready to go on to facilitator and organizer roles.

Once you have chosen which role you would like students to learn, you should then decide which level of activity you would like for them to act out. The first level activity requires them to grasp a role. The second level activity requires them to use the role in groups. They should have had some practice in a particular type of role behavior if you are going to choose a second level activity.

Each of the ten activities and the page numbers on which the material is located is noted in the instructional procedures section which follows shortly.

## III. Instructional Objectives

The first level of role activities focuses on the following objectives:

1) Students will gain practice in effectively participating in political groups in a variety of political roles.

2) Students will be able to identify the characteristics of successful role performance in groups and the pros and cons of their own performance.

The second level of objectives relates to integrating the use of participant roles into a strategy for problem solving in a group. The objective can be stated as follows: Students will practice the use of participant roles as part of the general strategy of solving problems in a group. In this case, students will learn how to integrate role behavior into a general strategy of group behavior.

## IV. Instructional Procedures

The following list gives a step-by-step way of moving through the lessons on participant role training. Follow these steps carefully and use the background data, profiles and forms which are included in the next section.

1. Choose which role you would like for students to practice. You have a choice of supporter, observer, adocate, facilitator and organizer roles.

2. Choose the level of activity you would like for students to practice. Each role has two levels of activity. One involves role play, the other involves using a role in a group strategy. Decide which you would like for students to work on.

3. If you choose a level one activity, then follow these steps (if you choose level two, skip to number 4):

(1) Explain the role and the criteria for role performance in class. Hold a class discussion about what the role involves, list the criteria for role performance on the blackboard, and discuss the criteria with students. The criteria for each role can be stated as follows:

a. Observer Roles. A successful observer:

A-1. Listens carefully to group discussions.

A-2. Obtains information about the issues under discussion.

A-3. Refrains from disrupting group activity in any way or from making suggestions.

A-4. Attempts to think about how he/she might help the group in the future.

b. Supporter Roles. A successful supporter:

B-1. Is reliable.

B-2. Takes directions.

B-3. Works hard.

B-4. Works well with others.

B-5. Is thorough and careful in his/her work.

c. Advocate Roles. A successful advocate:

C-1. Knows the general feelings of the group about an issue.

C-2. States a clear position on an issue.

C-3. Presents reasons for his/her position.

C-4. Knows how to influence others (knows their interests and what will satisfy them).

d. Facilitator Roles. A successful facilitator:

D-1. Restates and interprets other's positions on issues.

D-2. Attempts to find a compromise position or solution to conflicting points of view.

D-3. Demonstrates no vested interest in any single solution.

e. Organizer Roles. A successful organizer:

E-1. Plans group activities.

E-2. Matches people and tasks according to people's skills.

E-3. Clearly identifies goals and priorities.

E-4. Establishes clear roles and good working relationships among individuals.

Carefully explain these roles to students, depending on which activity you have chosen to carry out.

(2) Divide students into groups of three. One of the students will play the role you have chosen for students to practice, the other two will help in that role play by acting our roles defined on the role cards present for their group.

(3) Hand out background sheets and role cards. Samples of background sheets and role cards for each role are found on the following pages:

Observer Role -- Pages 183 through 189

Supporter Role -- Pages 191 through 197

Advocate Role -- Pages 199 through 205

Facilitator Role -- Pages 207 through 213

Organizer Role -- Pages 215 through 221

There are three issues for each type of role play. The background and role sheets for the first issue constitute Round One of role play. There are three rounds of play for each activity. This allows every student to practice acting out a role. The background and role sheets or each round are marked in the upper right hand corner.

Therefore, in Round One, all students will receive the same background sheet marked "Round One". Two students in each group will receive a group member profile marked "Round One" (these should be cut in half). The third student will act out the participant role you want students to practice using the role profile so marked. In Round Two, new sheets will be passed out and different roles will be taken by different students. By the end of Round Three, all students should have had a chance to play the participant role you wish students to practice.

(4) Students should read the background information sheets and think about their role cards in preparation for acting out their roles for Round One of the lesson.

(5) Students should spend approximately 10 minutes acting in their roles. They should then discuss (as a small group) the role behavior of one of the students. The student playing the participant role should take careful notes on his/her role sheet about what happened in the group and the discussion of his/her role performance.

(6) New groups of three should be formed for Round Two. Different students practice the participant role while others provide the group context for that practice. This round should also take 10 minutes. The procedures are the same as for Round One.

(7) New groups of three should be formed for Round Three. The procedures are the same as for Rounds One and Two.

(8) You should generally debrief the role play exercise by asking students the following questions:

1. What were the criteria through which you evaluated whether you played your role successfully?

2. What specifically did you do when you played your participant role?

3. What constraints and help did you have in playing your role from other people in the group?

4. How do you think you could better perform your participant role in the future?

4. If you choose a level two activity for practice of any of the roles, you should follow these instructional procedures:

(1) Review the role and the level one criteria for role performance in procedure #3 if you need to.

(2) Explain to students that they will be receiving background sheets and a strategy form. They will need to form a group strategy for using a particular role to aid in group problem-solving. Generally, how a role is used depends on the *way the group is organized* and the *type of activity* which is being decided or carried out.

Spend some time discussing with students how the role you have chosen can be effectively used in group situations. A summary of conditions under which different roles are most effectively used follows:

a. Observer Role: Observers are most effective when: 1) They do not have to participate in group decision-making. The leader or voting member of a group is often not a good observer; and 2) The decision does not have to be made immediately. This gives the observer time to collect information and contribute to future plans and decisions.

b. Supporter Role: Supporters are most effective when: 1) The task is clear and the group needs followers; and 2) The skills of the particular supporter are needed by the group.

c. Advocate Role: Advocates are most effective when: 1) There is a group meeting in which a decision will be made rather than some individual making a decision; and 2) People have vested interests in making a group decision.

d. Facilitator Role: Facilitators are most effective when: 1) There is a group meeting to make a decision in which opposing views are freely expressed; and 2) When there is some basis for the facilitator to gain the attention and/or respect of the group.

e. Organizer Role: Organizers are most effective when: 1) Members share goals and/or there are clear lines of control; and 2) Groups are planning future activities.

Discuss these conditions for use of the role you have chosen for training. Have students give examples of situations they have been in when the conditions made a difference in how they carried out their role.

(3) Divide students into small groups of five to eight students.

(4) Handout the background sheets and the strategy form contained on pages [illegible] to [illegible] of this kit. Have different groups use sheets and forms for one of the three issues. It doesn't make any difference which group takes which issue, as long as all three issues are covered.

The background sheets include the original background information sheet on the issue. The strategy forms are so labelled.

| | Background Sheet | Strategy Form |
|---|---|---|
| Observer Role | p. 183,185,187 | p. 190 |
| Supporter Role | p. 191,193,195 | p. 198 |
| Advocate Role | p. 199,201,203 | p. 206 |
| Facilitator Role | p. 207,209,211 | p. 214 |
| Organizer Role | p. 215,217,219 | p. 222 |

(5) Ask students to formulate a strategy using the role you have chosen based on the background sheet and using the strategy form. They should take 15-20 minutes for this activity.

(6) Debrief the students on the activity. Ask students to present their strategies for using the role and use the following questions for a guide for debriefing:

1. What was the problem involved in this situation?
2. What strategy did you design for using the role in solving the problem?
3. Do you see any barriers in using the role in this situation?
4. How would you personally confront this situation if you were an actor? What role would your personally play?

These are the procedures which can be used in carrying out the participation activities. The next section contains all of the background data, role profiles and forms necessary to do both Level One and Level Two activities for each observer, supporter, advocate, facilitator and organizer participant role training activity.

V. Background Information Sheets

Role Profiles

Strategy Form

Observer Role
Round One
Background Information

## Background On Busing in Centerville

Centerville was named properly. It was at the center of Southern County. The county had a quite varied geography. There were hills in the south where logging was a major industry. The eastern section produced grain. Farming communities were clustered around the railroad tracks that were the major route through the state for hauling grain. Most of the industry was located in the western part of the county. The population was concentrated in a very large city called Century City. There were steel mills, meat packing plants and some large businesses.

In Centerville, there was a large government missle base and most of the people were upper-middle class, white-collar workers in the missle plant. The town had one industry but supported over 100,000 people.

Education in the county varied. Generally, schools in the south and the east were poorer than those of the other areas of the county. Students had very few of the benefits of larger, more modern schools. They lived close to home and gained a very traditional education. None of the schools of the county were very wealthy, but those in Centerville were considered to be the best. Ninety percent of Centerville's students went on to college and most of them went out-of-state. The parents had high aspirations for their sons and daughters.

When the financial crunch hit Southern County, the County Governing Board debated building a new school in the center of the county for all students. They would build it in Centerville. Students would be bused from all over the county to attend Centerville High School. This would give students quality education and better facilities and upgrade the education of the county. It would also save the money it cost to run eight separate small high schools.

There were many people opposed to building a new school. The people in Centerville felt that not as many students would be admitted to college because the school's reputation would decline when new students came in. Others wanted to retain schools near their homes where students could walk to school and socialize with friends.

A decision had to be made. It was hard to tell which way the Southern County Governing Board would make it's decision. The Board would meet several times over the next few months to debate the issue.

Observer Role
Round One
Group Member Profile

Role Profile: Mr./Mrs. Grimes

The Grimes family lives in Logantown. Logantown is a small southern logging camp in Southern county. When they heard about the proposed new school in Centerville, they were excited. Too many students in Logantown never leave it. They know no other way of life than logging. The Grimes want more for their daughters and sons. They want them to find a new occupation and think that a new high school might do the trick.

Convinced that the new school is the best idea, the Grimes have written letters to the County Governing Board. They hope that a positive decision will be made about busing their children into Centerville. They have also agreed to meet with some other people from across the state to discuss the issue at a conference for parents held in Centerville. This conference is just beginning.

Play the role of Mr. or Mrs. Grimes in the group of three you will be working in. Try to decide what policy the group could recommend to the Governing Board.

* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

Observer Role
Round One
Group Member Profile

Role Profile: Mr./Mrs. Hayworth

The Hayworths are upset by the thought of building a new school and busing their children. They both work at the missle center in Centerville. They have two high school children who are planning to go to college and pursue science careers. They want them to get the best and most technical science education that they can have. They are afraid that new students mean that the highly advanced programs that their children are taking will be cut.

The Hayworths are also concerned about their childrens' friends and the kinds of social lives they lead. They like the closeness of the neighborhood community near the missle center. They have agreed to meet with some other people from across the state to discuss the issue at a conference for parents held in Centerville. This conference is just beginning.

Play the role of Mr. or Mrs. Hayworth in the group of three you will be working in. Try to decide what policy the group could recommend to the County Governing Board.

## Background on the Parking Garage Controversy in Andersonville

Andersonville is an average size community in the United States. The city center is very concentrated in area. It holds many small shops where local community members have had small businesses for a long time. Andersonville has always been this way. Shopkeepers have serviced the community through knowing the needs of the community members and building a stock in what the regular shoppers from the town want.

As the town has grown in size, the shops have become more and more crowded and parking has been hard to find. Finally, Mr. Garrison proposed building a high-rise garage in place of one of the old small shops. This would allow people in the town room to park and not clog the city streets. There is tremendous opposition to the high-rise garage idea. People feel that it would be an eyesore and it would destroy the aesthetic quality of the community.

The Andersonville City Council met to consider whether or not the high-rise garage would be permitted in the city. The council members' opinions were as varied as those in the community. Some council members thought the high-rise garage would bring new revenue to the city, and this would encourage further development. Others felt it would be an eyesore and would contribute to rather than relieve the traffic problem.

The City Council will meet several times to discuss the issue. Community members are determined that their voices will be heard at the meetings.

Observer Role
Round Two
Group Member Profile

## Role Profile: Mr./Mrs. Hickman

The Hickmans have lived in Andersonville all of their lives. They were born, raised, married and now are bringing up their family there. They feel that parking is absolutely necessary for the town, and that a parking garage can be built which will not destroy the small-town ethos of the city. They feel that the parking lots that are presently scattered throughout the downtown area are ugly and eyesores. Shops could be built in these parking lots if a new high-rise services the need for parking space.

They also know that the city needs revenue and needs to bring in new businesses in order to stay financially solvent. All of these arguments make them go to the City Council meetings to register their support of this high-rise garage. They are also meeting with small groups of residents to formulate recommendations.

Play the role of Mr./Mrs. Hickman in the group of three you will be working in. Try to decide what recommendation this group could make to the City Council.

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Observer Role
Round Two
Group Member Profile

## Role Profile: Mr./Mrs. Bentley

The Bentleys think that a high-rise parking garage would be an eyesore in the town. They have lived there all their lives and their children have grown up in Andersonville. A garage would be ugly. No shop in the town is over two stories high. Besides, it would destroy the little shops to bring many more people into the town to buy goods. Soon they would be building shopping centers and the whole fabric of the town would be changed.

They are afraid that the parking garage would bring people from many miles around. The traffic would clog the streets and there would be pollution and delays in getting from one place to another in Andersonville. The Bentleys like Andersonville the way it is and they don't want it to change.

The Bentleys have written carefully worded letters to the editor of the local newspaper protesting the high-rise garage. They are also meeting with small groups of community residents to discuss the issue.

Play the role of Mr./Mrs. Bentley in the group of three you will be working in. Try to decide what recommendation this group could make to the City Council.

Observer Role
Round Three
Background Information

## Background on Local 543 of the Unite Auto Workers

Local 543 was having a union meeting. It had been on strike for three days and members were debating whether or not to go back to work. Going off strike and back to work is an important event, for going back to work means that they would get full salary and many members really need the money. However, some members feel that continuing the strike is necessary for the solidarity of the union.

The issue over which they were striking was one raised by one of the workers getting hurt on the assembly line. Faulty equipment was used in the plant and a worker is in the hospital. Several of the workers had told their supervisor that the faulty equipment should be repaired. Management had postponed those repairs and now someone was hurt.

This issue is an important one for Local 543. The Local is broke and they cannot pay strike benefits to those workers who are off the job. The workers do not get any money to feed their families while they are out of work. The Local has struck many times before and that is why the strike fund is low. One the other hand, they don't want to give in to management. Management had clearly postponed making the repairs because they felt they could get away with it. The Union wants to demonstrate solidarity in strikes so that management will be more responsive in the future.

The Local is having a series of meetings over the next few days to decide what to do. Almost everyone is talking in small groups about what to do about the strike.

Observer Role
Round Three
Group Member Profile

Role Profile: Mr./Ms. Newcomb

The Newcombs have worked on the assembly line all of their lives. They have two teenage children who are about to go off to college. They need money badly. They feel that they should go back towork whatever the conditions. Otherwise they will not make ends meet.

The Newcombs also feel that there are too many strikes. The Local seems to strike over every issue and more things need to be worked out with management. Besides, they will be forced to go back anyway by the courts. Going back voluntarily might make management happier and therefore they will be more likely to respond to grievances in the future.

Play the role of Mr. or Ms. Newcomb in the group of three you will be working in. Try to decide what recommendation for action the group can make at the next local union meeting.

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Observer Role
Round Three
Group Member Profile

Role Profile: Mr./Ms. Hart

The Harts are concerned about the strike. They don't have much money coming in. However, they feel it is wrong to give into management. If the auto workers are ever to have any better quality working facilities, they cannot give into management. They need to demonstrate that it is a strong union and they will strike over issues such as management postponing repairs on the assembly line. They also feel that the union needs to show solidarity. Without solidarity between members, the Union will certainly fail.

They also have a deep concern for safety. They feel that the Auto Workers Union represents safety and the union has given them tremendous safety benefits in the past. If they do not stick with the union and demonstrate their right to strike, the safety standards could be worsened in the future.

Play the role of Mr. or Ms. Hart in the group of three you will be working in. Try to decide what recommendation for action the group can make at the next local union meeting.

Observer Role
Round One - Three
Observer Profile

## Role Profile: The Observer

You will play an observer role in this situation. As the group attempts to make a decision, act out your role as best you can. When the group is finished, you should all discuss your role performance. Use the questions below as guides for discussion. Fill in the answers and save this sheet for later class discussion.

1. What were the major topics discussed in the conversation?

2. Did you enter the conversation in any way?

3. What kinds of things might an observer suggest or do to aid these people in solving their problem?

4. What did you do well as an observer in this situation? What suggestions do you or others have for improving your role performance?

Observer Role
Strategy Form

Use this strategy form to think of a way you could use an observer role in the situation in Centerville, Andersonville or the UAW union local. Describe your strategy by writing answers to the questions below. If you need more room for notes, use the back of this sheet. Save the sheet for class discussion.

1. Define the problem that needs to be resolved in this situation.

2. What information would you like to have in order to participate more effectively in this situation? How could you get the information?

3. What alternatives does the group making the decision have for taking action?

4. What is your preference for taking action?

5. What steps could you take in achieving your preference?

6. How could you play an observer role in this situation? In what steps in #5 above would an observer be useful?

Supporter Role
Round One
Background Information

## BACKGROUND ON HOSPITAL SERVICE IN NORTH CITY

North City is very large. It supports over two million people. The hospital service in the city is terrible. There are three major hospitals and all are understaffed. The ambulance service can barely cover the areas directly around the hospital. Therefore, if something happens to someone, their chances of getting an ambulance and getting to the hospital in time are very small.

The amount allocated for hospital services in the city budget is very low. The City Council has more money in the budget, but it is being devoted to the creation of expressways and new city buildings. The Council has voted time after time against putting more money into the hospital service.

The citizens of North City are angry. They have begun to form citizens groups to put pressure on the City Council for better hospital services. Many of these groups are spontaneously formed in neighborhoods in the city. Alot of people are tired of talking and want action.

Organizing to influence the City Council takes time, energy and skill. Some groups have people with enough resources to work on this issue. Other groups fail almost as soon as they are formed. At the next few City Council meetings, the groups that have strength will present their case. They will also make alternative recommendations for action.

Supporter Role
Round One
Group Member Profile

### Role Profile: Mr./Ms. Jones

You have a plan for increasing hospital service in North City. You think there should be more money in the city budget devoted to hospitals. You want to pressure City Council members by writing to them and attending City Council meetings in order to get the budget changed so that more money would go toward ambulance service and hospitals.

Play the role of Mr. or Ms. Jones in the groups of three you will be working in. Try to decide what policy recommendation your group could make to the City Council and how you would carry out your policy if it were approved.

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Supporter Role
Round One
Group Member Profile

### Role Profile: Mr./Ms. Smith

You have a plan for increasing hospital care in North City. You want to create a service which is staffed by volunteers and shared by the police and the hospital to take care of calls in ambulances and cars. In this way there will be more staff equipped to handle hospital calls. Police can handle calls as well as the hospital ambulance. Volunteers can handle minor cases. You want to bring your plan before the boards of each of the three city hospitals in order to gain their approval and then to the City Council.

Play the role of Mr. or Ms. Smith in the group of three you will be working in. Try to decide what policy recommendation your group could make to the City Council and how you would carry out your policy if it were approved.

Supporter Role
Round Two
Background Information

## THE STUDENT LOUNGE AT HARRISON HIGH SCHOOL

The students at Harrison High School wanted a lounge. They met with immediate opposition. The principal said there was no room for a lounge to be constructed. The teachers were all worried about noise. No teacher wanted to moniter the lounge because they were afraid of trouble. In addition, there was no one to clean it. The regular janatorial staff did not want to clean a room which would be constantly messy the way they predicted a student lounge would be.

The situation was quite tangled. It seemed that students were opposed to teachers and the principal. This was not good for the school. Nor was it good for the students' education. They wanted some means of accomodation with the teachers and the principal. It was a real problem. They wanted a lounge but they were willing to bend a little to eliminate a conflict between the students and the administration in the school.

The principal had called a meeting to discuss the lounge problem. Everyone was preparing to give evidence about the pros and cons of the lounge. No one knew how things would finally turnout.

Supporter Role
Round Two
Group Member Profile

Role Profile: Mr./Ms. Simmons

You want to have a student lounge. You have a plan for developing a lounge which includes student monitors. Students would patrol the lounge during their free periods. They way the lounge could be kept consistently clean and free of trouble throughout the day. You volunteer to organize a sign-up system and arrange it so that there will be at least one student monitor in the lounge at all times.

Play the role of Mr. or Ms. Simmons in the group of three you wil be working in. Try to decide what policy the group could recommend at the principal's meeting.

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Supporter Role
Round Two
Group Member Profile

Role Profile: Mr./Ms. Sanchez

You have a plan for getting a student lounge at Harrison High School. You are in favor of the lounge and you would like to use an area outside the school, but on the school grounds. The students could construct a common on the school grounds itself which could serve as a student lounge. It would take money and labor on the part of students, but students could have their "own place" outside the school which would not create noise or disturb other classes. You think that this solves the problem that the teachers are objecting to and also eliminates the need to use space which the principal seems to think needs to be devoted to classrooms. You plan to offer this solution to the problem at the next meeting.

Play the role of Mr. or Ms. Sanchez in the group of three you will be working in. Try to decide what policy the group could recommend at the prinicipal's meeting.

Supporter Role
Round Three
Background Information

## BACKGROUND ON AN OFFICE PROBLEM

People in the business machines office liked working there. They enjoyed the social closeness of going to lunch, and generally everyone was satisfied with their job. A new manager came into the office and wanted to rotate shifts for lunch. Everyone would go at a different time so that the office would be consistently supported by most of the staff. This would break up the feeling of togetherness in having lunch together which people in the office enjoyed.

The people didn't like rotating shifts and were thinking about alternative solutions to the problem of having the office manned at lunch. Some people wanted to have lunch in the office together. Others wanted to work through the lunch period one day a week so that everyone else could go to lunch. It was a real problem for people in the office.

The manager sensed the unrest and decided to hold a staff meeting to talk about the lunch problem. No one knew exactly what to expect.

Supporter Role
Round Three
Group Member Profile

Role Profile: Mr./Ms. Heatherstone

You don't like the idea of rotating lunch shifts. You have a plan. You think that people could go to lunch in pairs and the rest of the people could stay in the office. In this way the lunch rotation could be done in half the time and people could still have part of the benefit of having lunch together.

Play the role of Mr. or Ms. Heatherstone in the group of three you will be working in. Try to decide what policy the group could recommend to the manager and how it could be carried out.

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Supporter Role
Round Three
Group Member Profile

Role Profile: Mr./Ms. Corona

You don't like rotating lunch shifts. You have a plan. You think that if one person per day would not take a lunch they could cover the work at the office. Then the rest of the people could go to lunch together, and the office would still be covered. One day a week didn't seem like a bad idea, and group socializing would be supported.

Play the role of Mr. or Ms. Corona in the group of three you will be working in. Try to decide what policy the group could recommend to the manager and how it could be carried out.

Supporter Role
Round One - Three
Supporter Profile

## Role Profile: The Supporter

You want to play a supporter in this situation. You have the following resources. You have some status in the community, school, or office and you have time to give to different causes that people might want help with. You also have some money that you would be willing to throw into a plan that you felt was a good one. Use these resources in playing your supporter role and then fill in the questions below.

1. What resources did you use to help the people solve this problem?

2. How would you help one of the people in this situation to carry out their plan?

3. What did you do well as a supporter in this situation?

4. What suggestions do you or others have for improving your role performance?

Supporter Role
Strategy Form

Use this strategy form to think of a way you could use a supporter role in the situation in North City, Harrison High School, or the business office. Describe your strategy by writing answers to the questions below. If you need more space for notes, use the back of this sheet. Save the sheet for class discussion.

1. What is the problem in this situation?

2. What information would you like to have and how would you get it about the situation?

3. What are the alternatives which could be stated to help solve this problem?

4. What is your preference among the alternatives in solving this problem?

5. What are the steps that you might take in achieving this preference?

6. How could people effectively play supporter roles in this situation?

## BACKGROUND ON NEW COURSES AT SOMMERDALE HIGH

There was very little to argue about at Sommerdale High. Most students enjoyed going to school and there were very few problems. However, when the new course schedule came out, students were angry. All of the courses in government were traditional American Government courses. They had been arguing for a Contemporary American Problems course that would treat ecology, oil and other problems. They wanted to learn more about what was currently going on in U.S. politics and what they could do about it.

The teachers and the administration were very concerned about this student attitude. They thought that students should learn the basics of American Government. Without knowing something about the three branches of government and other aspects of the American political system, students could not hope to understand contemporary problems. Changing the curriculum would also involve bringing in new faculty. No one really wanted to do this overnight.

The students wanted to learn what was happening. They could vote, but they felt they could make better decisions if they studied current issues in American Government courses. The students put together a committee to study the problem and some teachers and the principal joined that committee. The issue will be resolved one way or the other before next year's course offerings are submitted. There is a committee meeting called for next week to talk about the issue.

Advocate Role
Round One
Group Member Profile

Role Profile: Mr./Ms. Williams

You have a definite position on the question of the new curriculum. You want the contemporary problems courses to be included in the American Government offerings at Sommerdale. You have just turned 18 and you can vote, and you feel that you want to better understand the issues that are important in American politics. You don't feel that your American Government courses are adequately preparing you for your role as a citizen. You are also bored in American Government class and you want to treat topics that will make politics more lively and interesting.

Play the role of Mr. or Ms. Williams in the group of three you will be working in. Try to decide what recommendations the group can make to the committee meeting.

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Advocate Role
Round One
Group Member Profile

Role Profile: Mr./Ms. Stevenson

You are a teacher at Sommerdale High and you teach American Government. You think it is important to teach the fundamentals of American democracy and you are disturbed by the students' requests to study current issues. You think that these kinds of courses turn into "gab" sessions and you are not convinced that they are worth anything educationally. You would much rather that students would come out with a basic understanding of American Government and you do not want to change your way of teaching American Government courses.

Play the role of Mr. or Ms. Stevenson in the group of three you will be working in. Try to decide what recommendations the group can make to the committee meeting.

Advocate Role
Round Two
Background Information

## BACKGROUND ON THE LAYOFF AT THE JOHNSON CANNING PLANT

The Johnson canning plant was the major industry in Northern City. They had supported most of the working force of the city for a long time. The company had prospered but there was a shortage of steel, and it was difficult to make ends meet lately. They were forced to layoff workers. They used the policy of "last hired-first fired" which meant that the young people coming into the canning industry, and most of the minority groups, were hurt the most by the layoffs.

The young people in the canning industry did not think the policy was fair. They were more skilled and had better education than many of the people who had been working in the canning plant for a long time. They could not get other jobs elsewhere. They planned a protest to management about the layoffs.

Older members in the industry though that the seniority system was a good idea. They did not think they could find other jobs because of their age, and they had families to support. Many of their children were in high school and college. They thought that they needed the money in order to see their families through one of the most expensive parts of their lives.

A meeting was called with management so that the workers could express their interests in the layoffs at the canning plant. This meeting would be important for management could try to make some other policies if the workers objected strongly.

Advocate Role
Round Two
Group Member Profile

Role Profile: Mr./Ms. Sliwinski

You have been working in the canning plant for a long time. You feel strongly that the "last hired-first fired" policy is the best one that management can have. You have three children, two are in high school one is in college. You are having a hard time getting them through school and you think that the company owes you a position after fifteen years in the canning industry. You have worked hard for the company and you don't want to be laid off at this particular time.

Play the role of Mr. or Ms. Sliwinski in the group of three you will be working in. Try to decide what recommendations the group can make to the meeting with management.

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Advocate Role
Round Two
Group Member Profile

Role Profile: Mr./Ms. Steel

You have just graduated from high school and have taken a job in the canning plant. You have been laid off by management because of increasing prices in the industry. You think it is unfair to be laid off. You have a better education than most people in the canning plant, and you plan to stay in the industry for a long time. Northern City doesn't offer you any other kind of job to work in that will give you any pay for which you can start raising a family. All you want to do is work and provide your family with what they need. You think this opportunity should be open to you in Northern City.

Play the role of Mr. or Ms. Steel in the group of three you will be working in. Try to decide what recommendations the group can make to the meeting with management.

# BACKGROUND ON THE NEW EXPRESSWAY IN MEGALOPOLIS

The debate over the expressway in Megalopolis had already begun. The city was heavily populated and spread out. It had over a dozen expressways already. Many people didn't feel it needed another expressway and wanted the money put elsewhere. They didn't want anymore noise and air polution to come because of the expressway, nor did they want more traffic into and out of the city.

Others thought it was important to build the new expressway. It would make it easier for commuters to get in and out of the city. It would take cars off the street and it would promote industrial development at the city's center. The city was beginning to die at its core and it needed desperately to have industry and business interests developed in the center of the city.

A City Council meeting was being held at which various interests would be represented in the controversy. It was clear that the City Council wanted the new expressway, but many community members were ready to register their protest.

Advocate Role
Round Three
Group Member Profile

Role Profile: Mr./Ms. Robinson

You have a definite position on the issue of the new expressway in Megalopolis. You think of the expressway as a good idea. It would get cars off of the streets and make traffic in the city less congested. It will also make commuting time less into the central city. You also have watched the central city deteriorate over time. You would like to promote industry to come into the city and you feel the expressway will allow for more industry and business development.

Play the role of Mr. or Ms. Robinson in the group of three you will be working in. Try to decide what recommendations the group can make in the City Council meeting.

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Advocate Role
Round Three
Group Member Profile

Role Profile: Mr./Ms. Green

You have a definite position against the building of the new expressway. You feel strongly that there are other priorities that are important for the city. The city needs new housing and new schools and has not built public buildings for over five years. You also think that even if the city needs transportation, it doesn't need more automobile traffic. A rapid transit should be planned so that everyone could be serviced by trains or other rapid transit vehicles.

Play the role of Mr. or Ms. Green in the group of three you will be working in. Try to decide what recommendation the group can make in the City Council meeting.

Advocate Role
Round One - Three
Advocate Profile

Role Profile: Advocate Role

In this role play exercise you will take the part of the advocate. You will try to play this role as well as you possibly can. Consider your position on the issue of new courses at Sommerdale High and develop it well by answering the following two questions:

1. What is your position on the issue?

2. What are the reasons for your position?

When you have completed the activity, answer the following questions with other members of your group.

1. What specific things did you do to carry out your advocate role?

2. Did you successfully determine the interests of group members in the issue?

3. What suggestions do you or other members of your group have for improving your performance as an advocate?

Advocate Role
Strategy Form

Use this strategy form to think of a way you could use an advocate role in the situation in Sommerdale High, the Johnson Canning Plant or in Megalopolis. Describe your strategy by writing answers to the questions below. If you need more space for notes, use the back of this sheet. Save the sheet for class discussion.

1. What is the problem in this case?

2. What information would you like to have and how would you get it about this issue?

3. What alternatives are there for group action in this case?

4. What is your preference for an outcome in this case?

5. What are the steps in achieving your preference that you could take in this situation?

6. How would you play an advocate in this case?

## BACKGROUND ON THE SMOKING ISSUE AT CARBONDALE HIGH SCHOOL

Students at Carbondale High School were tired of the clouds of smoke that kept coming from the washrooms. It seemed silly; everyone knew that people were smoking between classes in the washrooms. The students were angry because they wanted a place where people could smoke so that non-smokers did not have to share the washrooms with smokers. One girl said "I haven't been to the washroom in four years and I'm not going now."

The smokers were also angry. They felt they had rights too. Teachers in the school smoked and students were not allowed. They felt that there should be one place in the school where the smokers could smoke cigarettes. After all, the teachers had lounges. Another solution might be not to smoke at all, but they were unwilling to stop smoking at school until everyone, including teachers, would not smoke. The teachers did not seem to want to go along with this.

The issue had grown over the past three years and it was becoming critical. The students had decided that they were going to do their own investigation and come up with a proposal. It was difficult to come up with one united proposal because the students were split across many factions.

Facilitator Role
Round One
Group Member Profile

## Role Profile: Mr./Ms. Pett

You have a definite position on the issue of smoking at Carbondale High School. You think people have a right to smoke and that the smokers really don't want to disturb others. You think that a separate room anywhere in the school might solve the problem. You think that the non-smokers really aren't objecting to other people smoking, but to the interference with their own preferences to be in places where there is not smoke.

Play the role of Mr. or Ms. Pett in the group of three you will be working in. Determine what recommendations you can make as a group about the smoking issue.

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Facilitator Role
Round One
Group Member Profile

## Role Profile: Mr./Ms. House

You have a definite position on the issue of smoking at Carbondale High School. You think that smoking is bad for people's health and that no one should smoke in the school. If someone has to smoke it should not be around non-smokers. You think that as a student attending the high school you have a right not to get cancer from inhaling other people's cigarettes. You also think that the school is a brand new building and that the smoke is ruining it.

Play the role of Mr. or Ms. House in the group of three you will be working in. Determine what recommendations you can make as a group about the smoking issue.

Facilitator Role
Round Two
Background Information

## BACKGROUND ON THE SAVE THE TREES ISSUE IN STAFFORD

Stafford has quite a few parks for being a major city. On Sunday you can see people using the park for jogging, bike riding and picnicking. Families as well as individuals use the parks.

The city is expanding and doesn't have more space in the center city for new businesses. The city needs money and wants to bring new industry. They have though they could close down some of the parks and build high-rise office buildings in their place.

There has been an immediate uproar in the community. People want the parks and don't care a whole lot about businesses interests. Citizens have joined a group called "Save the Trees". They think the high-rises will destroy the beauty of the city, cut out the ability for people to have recreation and relief from city life. They felt that many people would leave the city for the suburbs if there were no parks.

The Better Business Council disagrees. It wants more business in the city, otherwise the small businesses in the city will be forced to move out to the suburbs where more of the customers are living. They think people are already moving out of the city for reasons of having more space. Having a few more parks is not going to solve the problem.

Groups are holding meetings all over the city to organize support opposition for the parks. The groups will take their views to the City Council meetings.

Facilitator Role
Round Two
Group Member Profile

Role Profile: Mr./Ms. Henderson

You have lived in the city for ten years. Almost every Sunday of those ten years you have used the parks. You think that destroying the parks is a bad idea and you have joined the "Save the Trees" group in the city. You think that the parks could be one of the few escapes youhave from city life and it would destroy the beauty of the city to take the parks down. You have protested in City Council meetings and you are considering carrying your protest directly to the Mayor's office.

Play the role of Mr. or Ms. Henderson in the group you will be work in. Try to decide what recommendation the group can make to the City Council.

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Facilitator Role
Round Two
Group Member Profile

Role Profile: Mr./Ms. Anderson

You are a member of the Better Business Council and you have tried to bring business into the city. You are afraid that the center of the city is dying. You have seen how new businesses have tended to locate themselves outside the city, and it bothers you that your own business may suffer as a result. You also think that that is what the city is for -- business -- not for parks. People seem to be all excited over nothing.

Play the role of Mr. or Ms. Anderson in the group of three you will be working in. Try to decide what recommendation the group can make to the City Council.

Facilitator Role
Round Three
Background Information

## BACKGROUND ON THE ISSUE OF TRAINING WORKSHOPS IN THE IMPORT BUSINESS

The import business is very big in Western City. One of the biggest companies is McMillan's. They have import facilities all over the United States, trading with many other countries. The managers of the company feel that their business lacks efficiency and is not well managed. They are also concerned with their relationships with exporters from other countries. Therefore, they thought that having management training workshops across the United States might help their dealers to be more efficient and the company would make more money.

This idea brought a lot of opposition from the stores. Most of the dealers had small shops and did not want to leave them for a two-week training session. Others thought it was a waste of time. Still others thought that part of the import business was the creation of the unique type of shop. If management took over and made all the shops the same, they would be no different than any other chain store.

Very few people signed up for the management training workshops. There was the debate about whether or not these workshops should be made manditory. They decided to hold a meeting with dealers from across the county in order to decide whether the workshops were a good idea.

Facilitator Role
Round Three
Group Member Profile

## Role Profile: Mr./Ms. Buchannon

The Buchannons had owned their import shop for a long time. They felt that their shop was an important part of the culture of Western City. It was a small shop that two of them ran by themselves, with occasional part-time help. They did not feel that they needed management training, for the business was making a comfortable profit. They felt that the training workshop was a waste of time. They wanted to protest it at the meeting between management and the dealers.

Play the role of Mr. or Ms. Buchannon in the group of three you will be working in. Try to determine a policy recommendation the group can make in the dealer's meeting.

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Facilitator Role
Round Three
Group Member Profile

## Role Profile: Mr./Ms. Tracy

The Tracy's have owned an import shop for a long time. They feel that they need to make more money, and that if management could train them in important ways on how to make money, they would be benefited. They want to go to the workshops very much. They also feel that an important part of the import business involves their relationships with foreign companies. They do not feel that they understand other cultures well enough and are open to the idea of learning more about how to deal with exporters from other countries.

Play the role of Mr. or Ms. Tracy in the group of three you will be working in. Try to determine a policy recommendation the group can make in the dealer's meeting.

Facilitator Role
Rounds One - Three
Facilitator Profile

## FACILITATOR ROLE

You will play a facilitator role in the group situation. You will try to find a compromise between positions taken by different people and you will not advocate a position of your own. In thinking about how you will play this role, fill in the following questions:

1. What are people's positions on this issue?

2. What kinds of compromises do you think you can make between the people involved?

When you have finished playing your role, answer the following questions by discussing them with other members of your group.

1. What ways did you try to help people to try to come to some kind of compromise position on the issue?

2. In what ways do you think you could improve your performance in a facilitator role?

Facilitator Role
Strategy Form

Use this strategy form to think of a way you could use a facilitator role in the situation in Carbondale High School, Stafford City, or the import business. Describe your strategy by writing answers to the questions below. If you need more space for notes, use the back of this sheet. Save the sheet for class discussion.

1. What is the problem in this case?

2. What information would you like to have about this issue and how could you go about getting that information?

3. What are the alternatives for group action in this situation?

4. What is your preference among the alternatives for group action?

5. What steps could you take to achieve your preference?

6. How could you play a facilitator role in this case?

## BACKGROUND ON THE COMMUNITY EXPERIMENT IN CENTERVILLE

People in Centerville had an idea. They wanted to try to de-congest traffic in the central part of the city. They would make a week during the year when they would not bring cars into the city at all. They would use public rapid transit lines. They felt that if people could use the rapid transit for a week, some of the habits might rub off.

Many of the citizens were really excited about this effort. School groups offered to volunteer students to facilitate people using the rapid transit system. Clubs got together to try to make a go of it and help supply some of the manpower necessary to carry out the project. All over the city groups were forming to help on the idea.

Organizer Role
Round One
Group Member Profile

Role Profile: Mr./Ms. Carter

The students at Centerville High School were carrying out a class project. You are part of that student group. You will be part of the student group that will try to help people in directions on the rapid transit system. You have studied the rapid transit lines and you know where they go in various parts of the city.

Play the role of Mr. or Ms. Carter in the group of three you will be working in. Try to decide on an effective way the group can help in the Centerville experiment.

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Organizer Role
Round One
Group Member Profile

Role Profile: Mr./Ms. Mifflin

You are a part of a citizens group that is willing to donate some money for advertising rapid transit week. You are excited about the possibility of trying rapid transit and want to work with other community organizations in order to help support the community effort.

Play the role of Mr. or Ms. Mifflin in the group of three you will be working in. Try to decide on an effective way the group can help in the Centerville experiment.

Organizer Role
Round Two
Background Information

# BACKGROUND ON THE S & E DINER SITUATION

Sam and Ellen Nathan were the managers of the S & E Diner. Every Friday afternoon they met with their employees over staff problems. At a recent meeting the employees indicated that they felt that the work schedule was unfair in the diner. Some people had very heavy loads of work, and other people had very little to do. They suggested that the work should be re-organized.

Everyone seemed to think this was a good idea. Some people were much better at doing take-out orders than others. Some people had special packing skills. Other people were good at serving people who came to eat in the diner itself. Some people could be good managers and try to balance the work between people on the job.

With this kind of talent available, Sam and Ellen figured that they could lick the problem if they could only put the staff together correctly. They decided at the next staff meeting to make a proposal about how to re-organize the staff.

Organizer Role
Round Two
Group Member Profile

Role Profile: Mr./Ms. Saints

You are a waiter or waitress at the S & E diner. You are very good at serving guests who come to eat in the diner itself. You might also make a good manager of other people. You can adjust work loads and make sure that people have a fair share of the work to be done in the diner. You want to help Sam and Ellen come up with a good plan for organizing the staff. You don't want anyone to be overworked, and yet you want to be able to do what you are good at.

Play the role of Mr. or Ms. Saints in the group of three you will be working in. Try to decide on a plan to help Sam and Ellen.

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Organizer Role
Round Two
Group Member Profile

Role Profile: Mr./Ms. Snyder

You are a bus boy or girl at the S & E diner. You are good at packing take-out orders and in getting things out fast. You can also work in the restaurant of the diner in clearing tables and supplying new dishes. You haven't broken a dish since you started and you are considered to be a hard worker. You think that you are doing too much work and you would rather that someone else would do some of your tasks so that you could do the ones that you do well. You want to help Sam and Ellen come up with a good plan, but you want to take some of the work off your shoulders.

Play the role of Mr. or Ms. Snyder in the group of three you will be working in. Try to decide on a plan to help Sam and Ellen.

Organizer Role
Round Three
Background Information

## BACKGROUND ON THE PROM QUEEN ISSUE AT WALKER HIGH SCHOOL

There has always been a Prom Queen at Walker High School. Generally, the Queen is a cheerleader. The Prom Queen is picked by the football team as the person who is most beautiful and most able to serve as a general hostess for the senior prom.

Some students oppose the idea, for they think the Prom Queen should be representative of the school and the selection should not be a popularity contest. They feel that having the football team choose the Prom Queen is unfair. It is not the football team's right to choose the Prom Queen.

The students finally took their problem to the student court. The court ruled that it was not fair for the Prom Queen to be chosen by the football team. Some impartial group would be set up in order to determine who would be the Prom Queen. Applications would be received, and the group would review the applications.

Although some students do not agree with the student court's decision, everyone is determined to make the best of the situation. Various group have been organized to develop plans to set up an impartial selection committee. The question is who will represent the school and how will an impartial group be formed. Many different student groups are meeting to make suggestions.

Organizer Role
Round Three
Group Member Profile

Role Profile: Mr./Ms. Newcomb

The students in the Biology Club are meeting to attempt to figure out how to write a plan for establishing the impartial group for selecting the Prom Queen. You are part of that group. You personally think there should be a representative from various student clubs across the school and this would give a fair representtation of students. You also think that there should be representatives from students who do not belong to clubs in the school. You have studied this problem and you have made a list of clubs where representatives shold be selected based on the number of students in the club and their activities and politics. You are willing to help in writing up a plan and in talking to student leaders.

Play the role of Mr. or Ms. Newcomb in the group of three you will be working in. See if you can make a recommendation as a group to the student court.

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Organizer Role
Round Three
Group Member Profile

Role Profile: Mr./Ms. Viera

You have been a member of the Biology Club for a long time and you have worked hard on many of its projects. In the case of Prom Queen, you think that there are criteria that should be established for any Prom Queen. In order to represent the school, the Prom Queen should be a good student. The Prom Queen should also be active in many student activities. In addition, the Prom Queen should exhibit good character. She should be fun to be around and have important social skills. You are willing to work on these criteria in order to develop a list that might be presented to the student court.

Play the role of Mr. or Ms. Viera in the group of three you will be working in. See if you can make a recommendation as a group to the student court.

Organizer Role
Round One - Three
Organizer Profile

In this situation you will play an organizer role. You will want to plan group activities and figure out the goals and priorities in order to help solve your problem. In thinking about the organizer role, answer the following questions as you play out the role in your group:

1. What kinds of resources do you have in order to solve your problem?
2. What tasks need to be done in order for the problems to be solved?
3. What people can you match these tasks in order to get the job done?

When you have finished playing your role in the group, discuss your role performance with other group members using the following questions as a guide:

1. How did you match people and tasks?
2. How do you think you could improve your performance of the organizer role?

Organizer Role
Strategy Form

Use this strategy form to think of a way you could use an organizer role in the situation in Centerville, the S & E Diner, or Walker High School. Describe your strategy by writing answers to the questions below. If you need more space for notes, use the back of this sheet. Save the sheet for class discussion.

1. What is the problem in this situation?

2. What information would you like to have about the situation and how can you get more information?

3. What are the alternatives for group action in this situation?

4. What is your preference of a policy outcome for this situation?

5. What are the steps you would use in going about achieving your preferred alternative?

6. How would you play an organizer role in this situation?

## PART B: PARTICIPANT ROLES: APPLICATION ACTIVITIES IN SCHOOL AND COMMUNITY SETTINGS

Application activities for the five roles of observer, supporter, advocate, facilitator and organizer are described below. These activities should be used only after one or more exercises from Part A have been completed. Each of the activities have the same general structure. The differences lie in the different roles that are played. Each time you turn to this part, you should make a choice as to what type of activity you would like to conduct. Basically, your choice is based on what role students played in the Part A activities and which level of activity you would like for students to undertake.

### Type of Activity

There are two levels of activities for this part. The first level involves students participating in roles in group settings, trying to act according to the characteristics they have learned for effective role performance. In level one activities, students model the role behavior they have learned in the classroom in school or community settings. In short, they try to replicate exactly those role characteristics they have learned in class.

The second level activities focus on student development strategies for getting things done in groups for which playing one or more roles is a requisite. These activities parallel the level two activities in Part A. Basically, students attempt to adapt the role behavior they have learned to specific school or community settings. They formulate a strategy and modify their role behavior based on the type of group and political situation in which they find themselves.

Each of these levels is explained below. Generally, level one activities are designed for students who have had less experience in playing roles than level two activities.

Level one activities. This type of activity is designed to be linked with one of the role play exercises in Part A. If students have been trained in advocate roles, for example, then this activity is designed to aid them in applying what they have learned about advocate roles in on-going group settings in the school or community. Students will choose a setting in which to perform a role. They then play the role while another student serves as a peer evaluator. The peer evaluator fills out an observation record. The advocate and the evaluator then discuss the record and bring their experience to class discussion.

Level two activities. This type of activity is also designed to be linked with one of the role play exercises in Part A. If the student has played a supporter role or developed a strategy for a supporter role, then this activity is designed for the student to carry out that role in a school or community setting. If students have developed a strategy for a supporter role using a strategy form, then this activity is designed to give them additional skills in carrying out a strategy in a specific decision-making situation. Again, they have a peer evaluator who will monitor activities of the person trying to carry out a specific strategy. They then discuss their experiences in class.

## Instructional Objectives

As a result of working with level one activities, students should be able to carry out a specific role in a school or community setting. Achievement of this objective can be determined by class discussion based on peer evaluation of role performance.

As a result of working with level two activities, students should be able to develop alternative strategies and carry out role behavior which is adapted to specific school or community settings. Achievement of this objective can be determined by responses in student strategy forms and by class discussion based on peer evaluation of role performance.

## Instructional Procedures

The instructional procedures can be outlined as follows. They should be followed carefully in order to carry out the activities successfully.

1. Choose which role you would like for students to practice. Your choice should be based on which role(s) students have worked within Part A.
2. Choose which level of activity you would prefer students to engage in.
3. You will then want to choose a setting or a series of settings in which students can carry out their roles or form strategies for carrying out their roles as a group. Which ever role and level you choose, you will want to choose settings with the following characteristics:
    a. You will want to be sure that the number of participants in the setting includes at least five people.
    b. You will want to be sure that the length of activity of the group lasts at least 30 minutes for any single meeting.
    c. You will want to be sure that the content of the activity of the group is conducive to studentsplaying some role, i.e., they are making some decision.

d. You will want to be sure that the political characteristics of the group are such that there is some group organization; there are leaders and followers, or that someone is trying to work on a task in the group.

The following is a list of possible settings in which students could carry out activities:

1. student clubs
2. school committees
3. student council
4. student newspaper
5. work setting - office
6. community setting - clubs or informal groups
7. church groups
8. clubs or associations in the community

You will want to think about these settings and conduct a class discussion through which you and your students make specific choices about groups they will work in.

4. If you choose to do level one activities, you will want to engage in the following steps:

a. Conduct a class discussion in which students review the role you have chosen for them to practice and they choose groups to work in.

b. Choose pairs of students to work on the activity together. One student will serve to act out the role, and the other student will serve as a peer evaluator.

c. Have students perform or practice the roles in a group setting that they have identified. Be sure that the evaluator has Observation Form A on page 228 of this kit in order to evaluate the activities of the person carrying out the role.

d. Debrief the activities of students when all students have completed their role play activity. Talk about the kinds of experiences they have had in playing the role using the following questions as a basis for discussions:

(1) What groups did you choose to work in?

(2) What are the chief characteristics of the role you tried to carry out?

(3) How successful were you in carrying out your role?

(4) How do you think you could better carry out your role in the future?

5. If you choose a level two activity, you should follow the following procedures:

   a. Review the role which you have chosen for students to practice.

   b. Help students to divide into groups of five to eight members. Each class group should choose two school or community groups to work in.

   c. Ask students to use the strategy form contained on page 230 for developing strategies for specific groups in their schools or communities.

   d. Have students carry out the strategies they develop in two groups in their shcool, work setting or community. Two of the people in the group should serve as observers and use Observation Form B on page 229 in evaluating the activity.

   e. Debrief the students in their participation experience. You should use the following questions as guidelines for discussion:

      (1) What were the strategies you choose to carry out and what groups did you carry them out in?

      (2) Did your strategies seem to work? If so, how did they work?

      (3) How do you think you could improve your strategy to better fit the group in which you worked and achieve your goal?

## OBSERVATION FORM A

You are an observer. It is your job to attend a meeting with a student playing a role, to describe his/her activities using this form, and to make helpful suggestions about the performance of the student in that role. You should answer each of the following questions carefully:

1. What role is the student attempting to act out?

2. What are the characteristics of a successful performance of that role?

3. How does the student exhibit each of the characteristics of the role in the group activity?

4. Do you think the student was successful in playing the role? Why or why not?

5. How do you think the student could have performed his/her role more successfully?

# OBSERVATION FORM B

You are an observer of the group activity based on one of the strategies that the group has tried to work out. It is your job to describe that strategy and see whether it works or not in an actual group setting in your school, work setting or community. Use the following questions as a guide to looking at the group and think carefully about how they have performed roles:

1. Describe the group in which you are working.

2. What is the strategy that the class group developed in order to achieve its goal?

3. What role(s) is being integrated into the strategy in order to achieve the goal?

4. Does the strategy seem to work in this particular situation? Why or why not?

5. How would you give suggestions to the group about how to better carry out its strategy in the future?

## PART B: PARTICIPANT ROLES -- APPLICATION
## ACTIVITIES STRATEGY FORM

Use this strategy form to develop a strategy for using the role you have learned to achieve a goal in a school or community group. Share your ideas on a strategy with your teacher before you begin to carry out the activities. Below are some questions you should answer in developing your strategy.

1. Describe the group you will be working in.

2. What is a goal you would like to achieve?

3. What role will you be practicing?

4. What steps can you take in achieving your goal?

5. How can you effectively play the role you want to practice in each of these steps?

6. Who will do various activities in carrying out your strategy?

Be sure you identify an observer for each strategy you develop. When you have completed your activity, discuss your performance with the observer.

## Part C: Participation Skills
## General Introduction

This section of the skills kit is designed to teach students four specific participation skills. They can be outlined as follows:

Activity 1: Bargaining

Activity 2: Decision-Making

Activity 3: Conflict Management

Activity 4: Task Implementation

Each of these skills is important in any group situation in which the students will find themselves. The activities are arranged so that students can attain increasing levels of skill, from basic identification of the characteristics of successful execution of these skills to actual experience in carrying them out.

Activity One focuses on bargaining skills. In this exercise students learn convince, confront and trade bargaining methods. They interact in role play exercises which give them experience in the classroom in carrying out each of these bargaining methods. They also develop strategies integrating the bargaining methods for effectively promoting goals in school, community and work settings.

Activity Two outlines some basic decision-making skills. In this activity, students learn basic steps in the decision-making process and activities through which group decision-making can be made more effective. They also carry out decision-making strategies and respond to in-class simulated situations. These decision-making activities are designed to extend their skills to include developing strategies for taking effective action in group situations and getting decisions made, as well as planning to carry out decision-making activities in their school, community and work setting.

Activity Three involves students in conflict management situations. Students learn some basic conflict management skills. Basically, they learn to consider other's positions in a conflict situation and to try to resolve the conflict by coming to terms with other people's points of view. Students engage in both identifying major steps in conflict management and in developing strategies for conflict management in group settings in their school, community and work place.

Activity Four focuses on task implementation. Students learn how to organize groups and how to carry out activities in this lesson. They identify major steps in task implementation and simulate task implementation in fictional settings in the classroom. They also develop strategies for carrying out tasks they have chosen in their school, work setting or community.

In each one of these activities there are two levels of skill development. The first level generally calls for the identification of skill characteristics which contribute to effective group participation. The second level involves the formulation of strategies and plans for carrying out of strategies in school, community and work settings. Students should not progress to the second level activities unless they have successfully completed Level One activities, or you believe they have experience equivalent to the Level One activities. A teacher's guide prefaces the student materials for the activities. The teacher's guide will indicate on what basis Level One or Level Two activities should be chosen. A complete set of student materials are also enclosed in this kit.

Any materials necessary to carry out these activities which need to be duplicated are contained in packets attached to this guide. There is a packet for each activity in Part C. Each packet is labeled with the number of the activity and its contents are identified. Once you decide which level activity you would like to undertake, you should identify the packets necessary to carry the activity out. You will be guided toward the correct packets in the teacher's guide which precedes each set of student materials.

## Section III: Participation Skills and Experiences

## Part C: Activity 1/Bargaining

## Teacher's Guide

Bargaining is an important activity. Anytime groups of people get together where there are differences of opinion and a need to make decisions, bargaining becomes an integral part of group decision-making. There are three types of bargaining behavior illustrated in this part: convincing, trading and confronting. Each of the three types of behavior can be used in a variety of political situations. Students will learn how to do these three types of behavior and how to integrate this behavior into a strategy of making effective political decisions.

The teacher choices in the activity are between two levels of bargaining skills. There are activities in which students will model the basic convincing, trading and confronting behavior. This is a Level One activity through which students can learn, through simulated role play exercises, the basic characteristics of a variety of types of bargaining behavior. The second level of activity requires integrating various types of bargaining behavior into a strategy for making a decision. This type of behavior can be used when students have already been exposed to initial practice in convincing, trading and confronting. The Level Two activities are designed for students to extend their knowledge of bargaining behavior and to adapt it to one or more new political situations.

### Instructional Objectives

There are several instructional objectives for the bargaining activities. The Level One activities have the following objectives:

1. Students will be able to identify three methods of bargaining: convincing, trading and confronting. Achievement of this objective can be measured by students' responses to class discussion and role play exercises in this activity.

2. Students will be able to apply their skills in convincing, trading and bargaining in political situations in their classroom. Achievement of this objective will be demonstrated by student role play in the "Taking a Stand" role play exercise and students' responses to questions during the debriefing session.

Students who engage in Level Two activities should be able to achieve the following objectives:

1. Students will be able to adapt various bargaining methods to specific strategies for decision-making in different political groups in their school, work or community setting. Mastery of this objective can be demonstrated by review of the strategy form that the students use for planning a strategy in groups.

2. Students will be able to apply strategies of group bargaining and decision making to school, work setting or community political situations. Mastery of this objective will be determined by student activity in groups outside their classroom in class discussion after the activity.

## Instructional Procedures

After you have made a choice about using a Level One or Level Two activity for teaching students about bargaining, you should use the following procedures. The Level One activities are explained in steps one through nine. The Level Two activities are explained in steps ten through thirteen.

1. Have students read the exercise on bargaining activities. The exercise is found on pages 239 to 255 of this material. The individual packets which have been formed for this activity will give you enough copies in the bargaining exercise so that each student has his/her own bargaining exercise.

2. Discuss with students the reading they have done on bargaining.

   Use the following questions as a guide for discussion:

   a. What positions and interests did you identify in the dialogue you wrote about people in decision-making situations?

      Students should be able to identify a variety of positions on issues in the dialogues they have constructued. They should also be able to show people's interests in taking those positions. These bases for bargaining are very important for students to understand. You should review them thoroughly with students until you feel that the class as a whole generally understands both the importance of and the different types of positions and interests people can take.

   b. What are the three methods of bargaining and how do they differ from each other?

      Students should be able to determine from the "West High" case what three possible methods of bargaining there are and how they differ from each other. Convincing involves trying to get someone else to support your own position. It is done through giving reasons and stating a better case than someone else can. It depends a lot on knowing the positions and interests of other people. Trading is done when you know you cannot convince someone else of your position. Instead you offer a trade: you give that person something for something that they want from you. In this way, people can get support for their position without changing another person's mind. Confronting involves knowing that you can't change another person's position, knowing that you can't trade with them, but trying to minimize their position and make sure that the group does not see it as a viable alternative for policy. Students should be able to make these distinctions and understand the different methods of bargaining.

   c. When can you use the three methods of bargaining?

      The convince method is usually used when people have similar goals and similar positions. The trade method is usually used when there are different resources held by different members of the group and valuable trades can be made. Confront methods are usually used when the group is diametrically opposed in its positions across various people.

3. Conduct the role play exercise, "Taking a Stand". Explain to students that they will be entering into pairs of two to role play the convince, trade and confront methods.
4. Pass out the background information sheets on the "New Space for Westmont High" contained on page 256 of this kit. Have students think about this issue and the different kinds of bargaining methods they could use to respond to it.
5. Divide students into pairs of two and pass out the group member profiles to each pair for the "convince" bargaining method.
6. Have students play this round of bargaining for about 10 minutes trying to use the convince method to come to a group decision. Then have the group talk for 5 minutes about their behavior in the group.
7. Play round two of the game using the "trade" role cards and have students attempt to trade in order to get a decision made. Have them discuss their behavior for about 5 minutes after this round of the game.
8. Have students play round three of the game using the confront method. Pass out confront role profiles and have students discuss their behavior for about 5 minutes after the game.

9. Conduct a debriefing session. Students should review their convince, trade and confront behavior in this debriefing session. You should generally discuss what it means to use each of the three methods and how they differ from each other. Use the following three questions as guides:

   a. What is the convince method and how does it seem to work? What actions were most successful for you?

   b. What is the trade method and how does it seem to work? What actions were most successful for you? What did you have to trade with other people?

   c. What is the confront method and how does it work? How did you go about confronting another person in the decision situation?

10. If you choose to do a Level Two activity in this exercise, first refresh students about the three different methods of bargaining: how they are similar and different and when to use them.

11. Divide students into groups of five to eight persons and hand out the strategy forms contained on page 260 of this guide.

12. Based on the situation at "Westmont High", have students formulate a strategy for using the three bargaining methods in making a decision.

13. Debrief students in this exercise after they have completed their strategies by asking them to respond to the following questions:

   a. Generally, what was the strategy you devised for making a decision in the Westmont High case?

   b. How might you use this type of strategy in other group situations that you are familiar with?

   c. What situations do you think this strategy would be successful in? Which would it not be successful in?

Section III: Participation Skills and Experiences

Part C: Activity One, Student Materials

## Bargaining

In this activity you will learn how to bargain in political groups. Bargaining is an important activity, because without it people who have different interests and goals could not get things done together. Read the following pages. They will help you to prepare for a training activity in bargaining skills.

Bargaining can be defined as a political activity in which two or more individuals attempt to influence each other to support different decision alternatives. Bargaining takes at least two people who have different interests and goals and who want to reach a common decision. This does not mean that in large groups everyone must agree on a group decision, but everyone must agree to support the decision that is made in the name of the group. The achievement of this support often requires a great deal of bargaining between group members.

The difference between individual decision-making and group decision-making which includes bargaining is illustrated in the following example.

> Suppose that Joe has $500 to spend. He thinks of all the things that he could do with his $500. He could put the money into improvements on his home. He could put it in the bank toward his daughter's education. Each of these goals is important to him. Eventually, he will be able to order his goals and determine which are most important to him. He can then use the $500 to achieve his goal. As long as it is his money, he can ask advice from his wife, his children or his friends, but he alone will make the decision.
>
> Now let's suppose that Joe is also a member of the city planning board. The planning board has $500,000 to spend. In thinking about how to spend the money, Joe would like to see housing improvements made in the city's low income neighborhood. However, there are other members of the board who want to support locally-based stores and small businesses. Joe cannot make this decision himself. He needs the support of other members of the board. In order to have the money spent in the way he favors, he'll have to convince others of his position. Joe may bargain with other members by offering them his support on other issues which are important to them. He may seek some compromise which includes some of his goals.

This is a simple situation in which it is very easy to see how bargaining enters into group decision-making. In the case of Joe's own money, he does not have to take into consideration the opinions of others when he spends his $500. However, when he enters into a group decision where at least two people are involved in making a common choice, he needs to consider others' interests and gain their support. In short, he must bargain to get his position accepted by some members of the group who hold different opinions.

## Entering Into Bargaining Situations

All of us are familiar with the following kind of dialogue:

George: Let's do it.
Sam: I don't want to do it.
George: Let's do it anyway.
Sam: But I don't want to do it.
George: I'm telling you, we're going to do it.
Sam: No!
George: Yes! Or I'll get you for it.
Sam: O.K., we'll do it.

This is not good bargaining. This is coercion. It also might be called "giving in." We can all think of situations in which one person has forced another to do something that the person didn't want to do. Let's take another example:

Sue: I've told you for three weeks in a row that I don't like this play and I don't want to be Juliet. The play is dumb, even if William Shakespeare wrote it.

Mary: But we can't do the play without you! You're the best actress in the school. You should play the female lead.

Sue: Look, Mary. I want to do a play that's about people like us. One that represents how I feel as a person, not one that's centuries old.

Mary: But it's a good play. People have been watching and studying "Romeo and Juliet" since before our parents were in school. It's beautifully written, and very dramatic. It also makes social criticisms that are as important today as they were in Shakespeare's time.

Sue: I don't care. I won't play the role of some silly, romantic girl who thinks love is about flowers and serenades in the moonlight.

Mary: But we can't do the play without you. You're ruining our chance to do something interesting.

Sue: Don't do it then. Did you ever think of that? Just forget about doing any play at all.

This isn't good bargaining either. It's "holding out" so that a decision cannot be made. Neither Mary nor Sue are trying to come to a common agreement. They might as well be talking to themselves. Under these conditions, a decision will never be reached.

What, then, is good bargaining? At least part of good bargaining depends on knowing something about the people you want to influence. One thing you need to know before you can bargain effectively is where another person stands on an issue. What is their preference? Without basic knowledge of where another person stands, it's difficult to figure out ways that a common decision can be reached.

Another thing you need to know is something about the interests another person has in supporting their position. Why do they take the position? There are as many possible reasons for taking a particular stand on an issue as there are people involved. You need to be able to figure out what another person's interests are so that you have some base for bargaining with them.

Look back at the dialogues between George and Sam and Sue and Mary. George didn't bother to ask Sam what it was Sam wanted to do. He forced Sam to either accept or reject his own position. If George had known what Sam's position was, he might have begun to bargain with him by arguing that his position was better than Sam's. Mary did know what Sue's position was, she wanted to do a modern play that presented life as she knew it. What Mary didn't figure out was what Sue's interests were in opposing her position. Did she want to avoid being embarrassed by playing a "dumb" role? Did she not like the person who was playing the male lead? Was it a question of a principle that old plays were bad plays? Mary ended up arguing her own position without taking Sue's into consideration because she didn't find out the basis for Sue's opposition. Because of this, she had nothing to bargain with.

Let's take the dialogue between George and Sam and rewrite it so that George can bargain effectively with Sam. First, George needs to find out where Sam stands on the issue of what to do:

George: Let's do it.

Sam: I don't want to do it.

George: What do you want to do?

Sam: I want to go to the football game.

Now, whether George wanted to go to the beach or get people together at his house or play basketball, he does know what Sam wants to do. He found out by asking Sam directly about what he wanted to do. It is not always appropriate to ask someone directly for their position. George could also have listed enough alternatives that he could have found out Sam's preference more indirectly. What George gains is knowledge of what the alternatives are that Sam will accept. Perhaps they both like football, and the issue could be settled. If not, George would have a better idea of how to convince Sam to do something without threatening him and turning him off of their friendship. Threats work sometimes, but they tend to weaken the capacity of any group to work together in the future.

Once George knew where Sam stood, he could begin to *find out Sam's interests* in going to the football game as follows:

George: Let's do it.

Sam: I don't want to do it.

George: What *do* you want to do?

Sam: I want to go to the football game.

George: You want to see *our* team? The Badgers haven't won a game all season! Are you serious?

Sam: Sure I am. Mike is a good quarterback, even if the team is lousy. I like to watch him play. I just like to see someone who is good play the game.

George: O.K., but why not see someone who's *really* good tomorrow in the pro game. We could play basketball this afternoon and watch the pro game tomorrow.

Sam's response may not be to agree with George, but George has some base to begin bargaining with Sam. He knows that Sam wants to see a good game, and he can offer him an alternative which takes Sam's interests into consideration. In short, he has established some base for bargaining.

These kinds of bargaining situations are very common and stretch across many different situations. Congressmen bargain for a new legislation because they are interested in support from voters. Local homeowners bargain over housing laws because they are interested in security for families. Labor unions bargain with management over increased wages because they want more money. Whether people share values or hold different ones, knowing the positions and interests people have sets a base for bargaining. It aids people in finding alternatives which can satisfy enough members of the group so that the group can make a decision.

Think about a group decision that you have been part of recently or that you think you might be part of in the near future. Sketch a dialogue in which you can clearly identify the positions of at least two actors and the bases or interests under which bargaining could take place. Write the dialogue in the space below and bring the dialogue to class for discussion.

## Different Ways of Bargaining

If you can identify the alternative positions that people in a group hold and the interest they have, then you are in a good position to begin bargaining activity. The methods you use to bargain with another person depend a great deal on the particular person or group you are working with. In some cases, you may know people in a group very well and you may try to bargain with them by seeking common ground on which you can all agree. In others, there may be strongly opposing viewpoints among group members and you may find that you need to bargain with them on different grounds using different methods. No training given in this lesson will replace your capacity to be sensitive to the type of people and the group context that you are working in. This section will attempt to outline some alternative methods and conditions under which bargaining methods can be most effectively used. It should give you some alternatives to think about as you work within any group.

Let's begin with a case study that will give you a base for understanding different methods of bargaining. Read the case carefully and think about different ways that the students might bargain in order to get their position accepted by the group.

### Student Participation at West High

> The extension of the vote to 18-year-olds was having a large large impact at West High. The issue had been hotly debated both in and out of class. Teachers felt that students badly needed more knowledge about current political issues. Students added that they felt they had very little political experience which would help them to participate in politics effectively. Administrators were committed to the idea of increasing West High students' participation as citizens in the democratic way of life. To come to terms with the question, the principal decided to form a committee made up of teachers, students and administrators that would make some recommendations about how students' political knowledge and awareness could be increased.

The principal decided that he would represent the administrators and asked the department chairmen to find teachers willing to serve on the committee. Student representatives were to be chosen by an election run by the Student Council. About a month later, the group that came to be known as the "Committee of 18" met for the first time. The principal, seven teachers and ten students were participants. It was obvious at the first meeting that there was a lot of agreement among members of the group. Everyone wanted more emphasis on elections in social studies classes. In addition, the committee agreed to sponsor a school project in which every student who would be able to vote in the next national or local election would have the opportunity to participate in some way in the pre-election campaigns and voter registration.

The committee was generally very satisfied with its work. Then, after four weeks of meetings, an issue arose which caused a great deal of debate and concern. Three of the students on the committee made a proposal that if students were to really learn about political participation, they needed to have some long-term experience in political settings. Therefore, since they spent most of their time in school and the school was committed to helping them gain participation experiences, they should be allowed to participate in important decisions in the school itself. They suggested adding students to curriculum committees and having student advisors on disciplinary problems. They also wanted students to participate in the planning for the school's future. After all, they said, their school was as political as any other place. So why not have real student participation on important issues?

The principal answered their question with a long list of reasons against student involvement: (1) It would take too much time away from students' classwork; (2) Students didn't have enough information about the issues of school administration to participate effectively; (3) The teachers and administrators already took the students' opinions into account when they made decisions; (4) Other students would resent being told what to do by students. The list was very long, and it was clear to the students that they would have an uphill fight for their idea.

As if the principal's objections weren't enough, the teachers and even some of the students were against the idea. The teachers said the students didn't know enought about the subjects that were offered to begin restructuring the curriculum. Some of the students said that other students with jobs or sports team practice wouldn't be able to participate and it wasn't fair. It would just be one more popularity contest to butter up teachers that had the students in their classes anyway. The three students on the Committee of 18 were disappointed and angry over these objections.

> The following week before the meeting of the Committee of 18, the three students met privately to discuss what their next move would be. The situation was complicated. They needed some way to convince just about everyone else on the committee to support their idea. On top of this, they couldn't approach the principal in the same way they would other students. What could they do? They had to do something, for they strongly believed that the future of meaningful student participation at West High was in their hands.

What could the students do? Well, it's clear that they weren't in a position to dictate a decision to the group. They also needed everyone's support before their idea would work because the members of the committee needed to make a common decision. Because of this need and the differences of opinion, it would seem that the students needed to do some bargaining.

Stop reading for a minute and think about the case. What different methods could the students use to bargain with the members of the committee? List two different ways in the space below.

1. ____________________________________________

____________________________________________

____________________________________________

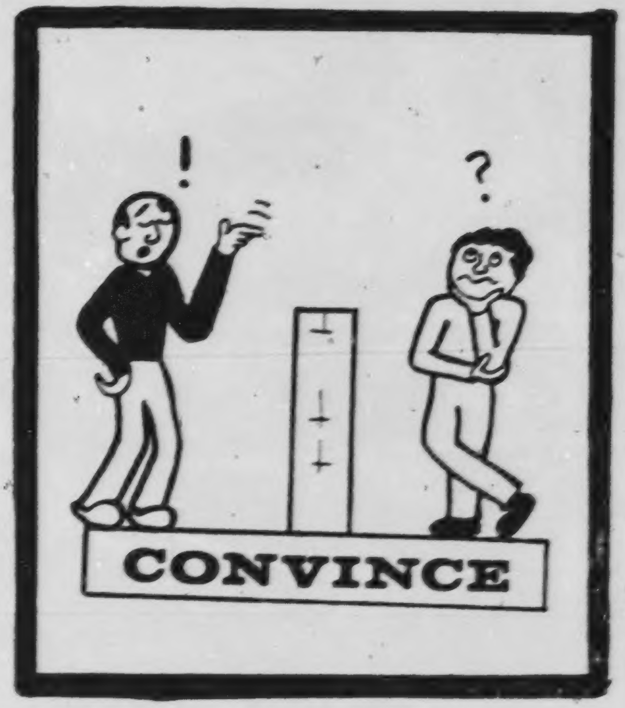
2. ____________________________________________

____________________________________________

____________________________________________

Three Ways to Bargain

Generally, there are three basic methods that people can use to bargain effectively with others. First, many people bargain by trying to convince others to support their position. They believe that their position is best and they try to find ways to change others minds so that they will support their position. When candidates make campaign speeches or people debate with one another they are using a bargaining strategy which is based on convincing others. If the students of the Committee of 18 decided to use this method with West High's principal, they would have to carefully develop their own argument to meet each of the principal's objections and they would have to show how well their idea would work. He then might be convinced to support the students in regular student participation in West High's decision making.



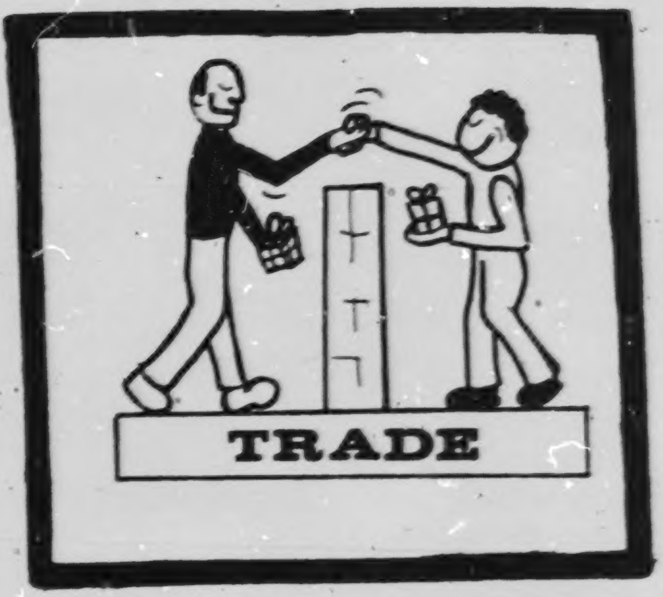
There are actually several ways that others can become convinced of a position. Someone can demonstrate that their position supports more important goals, or is more significant, than someone else's position.

In this case, people (like West High's principal) become convinced that their goals will be better achieved by taking the position that is being advocated. Another way that people can be convinced of a position is if it is presented as more likely to succeed than another. Then people will support it because they want something to get done. In this way, people can be convinced of the effectiveness of a position. They can also be convinced because they think that one position is more sound than another position. This can be because people can make more consistent arguments in favor of one position rather than another, or one argument is more logical than another. It can also be because there is more evidence to support one position over another. Each of these points are important to take into consideration when you try to convince another person of your position.

Convincing another person of your position may either be impractical or impossible in many situations. Many people will just not "buy" the reasons you give them for supporting your position. Sometimes, then, people bargain in another way. They may try to exchange support for their position for something the other person wants. This kind of trading does not result in someone agreeing with you, but in their offer to support you based on something else that you can give them. In this particular case, it becomes very important to understand the bases for bargaining so that you know what kind of trades are important to another person.

For example, Terry and Pedro may disagree about what the Science Club should do at its next meeting. Terry may know Pedro well enough to know that Pedro will never be convinced of Terry's position. Yet, Terry may know that Pedro wants very much to be the next president of the Science

Club. He might then offer to support Pedro for president in return for his support on the issue of what to do at the next Science Club meeting. He has not convinced Pedro of his position by this bargaining method, but he will get Pedro's support because of a trade he has made for something else that Pedro values.

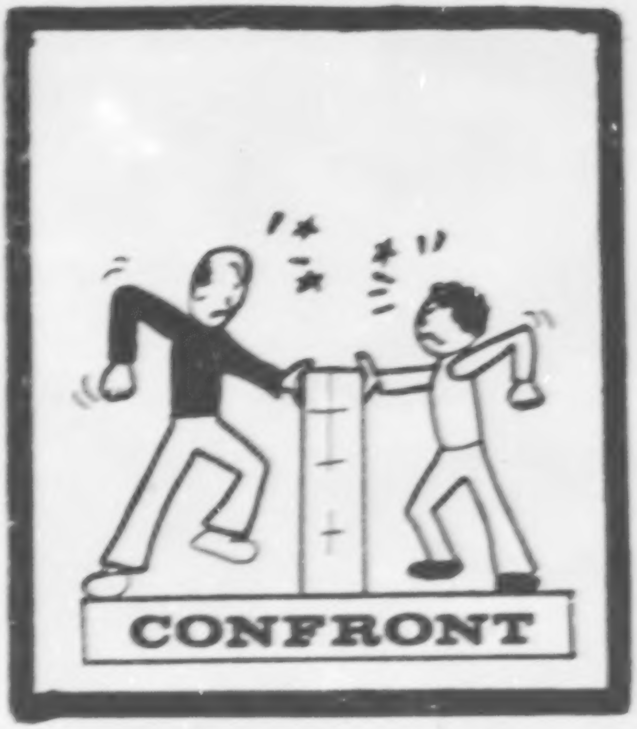


The same method could be applied to the case of the Committee of 18. The three students might have decided to think carefully about the interests of the other students on the committee. They might have figured out a way to trade their support on other student issues for the students' support of their idea. They might also have agreed to nominate specific students who had jobs or sports obligations to certain types of school committees that could meet during the school day. The other students might not agree with them, but they would gain a lot by going along with the idea of student participation.

Neither convincing nor trading may work in some bargaining positions. Sometimes it becomes important to confront others who oppose your position even though you know you cannot convince them or trade something with them.

In this case, you take a stand against another person's position which may help you to gain support from others.

These people may not be entirely convinced that your position is the best one, but you may convince them that they should *not* support someone else's position. In this way, you may get support for your position by pointing out the *negative consequences* of someone else's position.



In the case of the West High committee, confrontation could have taken place if the students had chosen to confront one or more of the teachers about their position about the students' knowledge of the subject matter. They might have argued that this particular objection was unimportant. The teachers *did* know the subject matter best, but what was needed was a student perspective on how students would best learn those subjects. They might have argued that the best learning would occur if students had a chance to put their knowledge to use in activities in their school.

None of these three ways of bargaining -- convincing, trading, or confronting -- work in every decision situation. Whether or not one or more ways of bargaining are effective depends on the people involved and the situation. It depends on the interests of the person who initiates the bargaining, the interests of the person to whom the bargaining is directed, and the relationship that they hold with one another.

*Convincing* another person of your position often becomes most appropriate when you believe that your goals are important and you don't like other alternatives. In short, you want to *maximize your own values*. The effectiveness of this way of bargaining usually depends on whether or not other individuals share similar goals. If they do not generally agree with you and also want to maximize their values, then you may have to trade with them rather than convince them unless you are in some relationship with them where you have the power to convince them based on your experience or knowledge, skills or position in an organization. Convincing, then, usually fits a situation when an individual wants to maximize his or her values, when others are not in fundamental opposition to the position being advocated, and when the person has some leverage to speak from an influential position based on authority, experience or knowledge.

*Trading*, or exchanging something for support of your position, usually works best as a bargaining method when you are willing to give a little on your position. Instead of trying to get people to agree to support your particular position, if you are willing to compromise and develop a position that *satisfies your goals even if it doesn't maximize them*, then trading can be a very useful technique.

Trading can take place in several ways. First, you may agree to support some position which has some elements of the position that you favor and some that someone else favors. In this sense, you are trading your ideas for someone else's and both parties arrive at a compromise position. Second, you may get someone to support your position by offering them your support on another issue which isn't exactly the one you would hold, but doesn't violate your basic values. In this case, you will be satisfied, but the outcomes of both decisions will not be the same as they would be if you had had your own way. Finally, you might agree to trade something else -- money, prestige, etc. -- for someone's support. In this case, you have taken on some costs in order to get someone to support your position. Generally, then, trading is a good bargaining method when you are willing to give up something in order to gain someone's support.

Confronting others is a more appropriate bargaining method when you know you cannot maximize your position and you don't want the group to make a decision which will be in direct contradiction with what you believe. In this situation you are trying to minimize your losses. Usually, opposing another position will serve the purpose of eliminating it, but you will not be sure which other position will be taken by the group.

Think back to the West High case. If you were to bargain in this type of situation in your school, what would you do? Write your own position on the issue and your ideas for using different bargaining methods in the space on the following page.

Your Position: ______________________________________________

_____________________________________________________________

_____________________________________________________________

Convince Method: ____________________________________________

_____________________________________________________________

_____________________________________________________________

Trade Method: _______________________________________________

_____________________________________________________________

_____________________________________________________________

Confront Method: ____________________________________________

_____________________________________________________________

_____________________________________________________________

In class you will participate in a role-play exercise called "Taking a Stand." You will have an opportunity to practice bargaining based on different group situations. Your teacher will supply you with all materials needed to participate.

# BARGAINING

## BACKGROUND ON NEW SPACE FOR WESTMONT HIGH

Westmont High was cramped. Over 1,000 more students attended the school than it was supposed to handle. Students were crowded into large classes in rooms built for much smaller class sizes. The school had some excellent sports teams, but the gym had inadequate facilities and could not hold the large crowds which came to see basketball games.

Several members of the community and the school board were upset about these conditions. They wanted students to have more classroom space and better gym facilities. They wanted to introduce a bond issue to get community tax money to build an addition to the school. A petition was being circulated in support of the bond issue.

Several members of the School Board and the community were opposed to the idea of a bond issue. Taxes were already high, and the voters had voted down three previous attempts to raise money for the school. Some community members were willing to give financial aid to the community, but they were more interested in having long-overdue street repairs rather than new school facilities.

The issue was being hotly debated in many school board meetings. If you were trying to influence a school board member, what bargaining method would you use? How would you use it?

Bargaining
Round One
Convince Method

## ROLE PROFILE: MR./MRS. SMITH

You are in favor of a bond issue to raise money for new school facilities. You know that Mr. and Mrs. Stillman are wavering toward being in favor of the bond issue. They have two children in Westmont High School. They are concerned about their education. They are also worried about the general welfare of the community. They think that streets should be improved and parks should be kept up.

You know that the bond issue is a special case and will not affect the city's budget. You also have a child in the schools. How would you attempt to convince Mr. or Mrs. Stillman of your position in favor of the bond issue?

---

Bargaining
Round One
Convince Method

## ROLE PROFILE: MR./MRS. STILLMAN

You are unsure of whether you should support the bond issue. Lately, you have noticed that many streets in the city are not in good condition. You are worried about cars being damaged in pot holes. You also think that parks in the city are deteriorating.

You know that Mr. and Mrs. Smith favor the bond issue. They have children in school. They too, however, are dedicated to keeping the city an attractive place to live. How would you convince Mr. or Mrs. Smith to support roads and parks?

Bargaining
Round Two
Trade Method

## ROLE PROFILE: MR./MRS. WEATHERMAN

You are strongly in favor of the school bond issue. You have children in schools and you want these schools to be as good as possible. Generally, you believe that schools are top priority agenda items for the school board and the city as a whole.

You know that Mr. and Mrs. Green are opposed to the bond issue. They think raising taxes to support new expressways is more important than schools. Expressways will bring people and businesses into the central city. Otherwise the city center will die.

You and the Greens will vote on the same issues. Think of a way you might trade something with Mr. or Mrs. Green in order to get them to support your position.

---

Bargaining
Round Two
Trade Method

## ROLE PROFILE: MR./MRS. GREEN

You are strongly opposed to the school bond issue. Other things are much more important. You are a businessman in Westmont and you are concerned about the deterioration of the central city. You would like to see new expressways bring people and new industry to the city. You are also concerned about city highways.

You would like to see taxes raised. You know Mr. and Mrs. Weatherman are in favor of the bond issue. They have children in city schools and they think this is an important issue. How can you bargain with Mr. or Mrs. Weatherman and trade something to get their support for your position?

Bargaining
Round Three
Confront Method

## ROLE PROFILE: MR./MRS. BLUE

You are strongly in favor of the school bond issue. You belong to the Parent Teacher Association at Westmont High. The PTA is circulating petitions in the community in favor of the school bond issue. You have been active in going to school board meetings and trying to convince people to support the bond issue.

Mr. and Mrs. Scritchfield are circulating petitions against the bond issue. They want the city to spend its money on safer streets and better fire protection. They have said they will use every moment of their time to fight against the bond issue.

How could you confront Mr. or Mrs. Scritchfield in a bargaining situation at a school board meeting?

---

Bargaining
Round Three
Confront Method

## ROLE PROFILE: MR./MRS. SCRITCHFIELD

You are strongly opposed to the school bond issue. You have been circulating petitions against the bond issue for months. You live in a housing project and you walk and take public transportation in the city. You think the streets need to be safer and the housing needs better fire protection.

You know that Mr. and Mrs. Blue have been promoting the school bond issue through petitions. They have children in school and live in the new highrise apartments in the wealthy area of the city. They have said they will not give up their fight until the school board provides better schools.

Both you and the Blues are attending school board meetings. How can you effectively confront Mr. or Mrs. Blue at the next board meeting?

## STRATEGY FORM

You are about to enter the school board meeting. You are trying to develop a strategy to get the bond issue passed as a policy of the board. Use the questions below to guide your development of a strategy for bargaining at the meeting. You can use any combination of bargaining methods you think is appropriate.

1. What is the problem in this case?

2. What information would you like to have about the problem and how might you get this information?

3. What are several alternative ways the school board might act in this situation?

4. What is your preference for school board action?

5. What steps can you take in achieving your preference?

6. How could you use convince, trade, and confront bargaining methods in this case?

# Part C: Participation Skills
## Activity 2: Decision-Making
## Teacher's Guide

Decision-making is a very important activity for students to learn. In almost any group meeting, some kind of decision is made. The purpose of the following activity is for students to gain some practice in identifying decision rules, determining different decision-making activities which are important under different decision rules, and in planning strategies for acting effectively in decision-making situations.

## Instructional Objectives

The instructional objectives for this unit can be stated as follows. There are two levels of activities. The Level One activities involve students identifying and practicing certain decision-making skills in simulated classroom exercises. The second level activities involve students planning and practicing the development of decision-making strategies in group situations.

The specific instructional objectives for the Level One activities can be listed as follows:

1. Students will identify four different types of decision rules which operate in different decision-making situations: elite, plurality, majority and consensus rules. Achievement of this objective can be measured by student responses to the first dialogue after the cartoon in the Level One exercise.

2. Students will identify different decision-making activities which are appropriate for different decision groups. Achievement of this objective can be measured by student responses to the second dialogue after the cartoon in the Level One exercise.

3. Students will practice a variety of decision-making activities in simulated classroom situations. Achievement of this objective can be measured by the debriefing of student activities for the Level One role play exercise.

The instructional objectives for the Level Two exercise in this activity can be stated as follows:

1. Students will be able to plan decision-making strategies for political situations. Mastery of this objective can be measured by student responses to the discussion on "Marsha's Defeat".
2. Students will be able to practice decision-making strategies in political situations in groups in their schools, work settings or community. Mastery of this objective can be measured by student responses to the strategy forms in this activity and debriefing discussion held after they have attempted to practice the strategy that they developed.

## Instructional Procedures

The instructional procedures for this activity are listed below. Procedures 1-10 refer to the Level One activity for this participation lesson. Instructional procedures 11-15 refer to instructions for the Level Two activity. Choose which activity you wish to use with your students and then move to the appropriate instructional procedure.

1. Ask students to read the cartoon found on pages 268 through 277 of this Skills Kit. They should think about the questions which follow the cartoon after they have read it.
2. Conduct a discussion of the cartoon using the following discussion questions as guides:
   a. How are decisions made in each of the groups in the cartoon?
   b. What are some differences in the ways decisions were made?

   Students should see that in each of the four groups, decisions are made in a different way. Students need not use the terminology of the unit at this point, but they should see that in the cheerleaders group for example, decisions were made by consensus of the group. In the agriculture club, decisions were made by a small group, but not just one person, and in the art club, decisions were made by a majority of the people involved.

3. Students should read the dialogue on page 278 through 282 of this kit. They should think carefully about how decision rules can be different in different groups based on the discussion in the dialogue. The dialogue can be read in class and students can take a variety of roles of different students participating in the dialogue. The people who speak in the dialogue are listed at the very beginning introduction to the dialogue.

4. Discuss the dialogue with students using the following discussion questions as guides:

   a. What are the four decision rules presented here?

   b. What are some similarities and differences in the four rules?

   At this point, students should be able to identify the four decision rules: elite, consensus, plurality and majority. They should also be able to determine differences and similarities across the four rules.

5. Students should read the dialogue on decision-making activities. They can act out this dialogue in class in the same way they conducted the previous one. It will focus on activities in decision-making situations and different ways people can effectively pursue their goals in making decisions.

6. When the dialogue has been discussed in class, you should then guide a discussion of the dialogue using the following questions:

   a. Which activities are appropriate underneath each of the four decision rules?

   b. What political situations do you know about in which you could practice these activities?

   Students should be able to indicate different activities which are appropriate for each of the four decision rules as reflected in the dialogue. They should also be able to think of situations in their school , work setting or community where they could undertake these activities effectively.

7. Students should now engage in a role play exercise on decision-making activities. You should divide them into groups of five or six students to play Round One of the role play exercise.

8. Pass out the background information sheets and role sheets for Round One of the game. When the background sheets and role sheets have been passed out, assign a decision rule to each group. The decision rule should be either elite, plurality, majority or consensus. In the elite rule groups, assign one person to be the head or elite of that group. In the others, students can follow the normal role profiles they have been assigned. Samples of the background and role sheets can be found on pages 297 through 302 of this kit.

9. Students should attempt to make a decision in their groups and use whatever decision-making activities they think are most effective in coming to a decision which they prefer.

You should then mix the groups around again and have students play in a different type of group for Round Two of the game. You can use the same background and role sheets, but students should play different roles under different rules. They should again try to make a decision. These two rounds should last about 10-15 minutes each.

10. You should then discuss the role play exercise with the students by using the following questions as guides:

    a. Which decision activities could you use in an elite rule situation? Which were successful and which where not?

    b. Which activities could you use in a plurality rule situation? Where were successful and which were not?

    c. Which activities could you use in a majority rule situation? Where were effective and where were not?

    d. Which activities could you use in a consensus rule situation? Where were effective and which were not?

    e. Compare your decision activities in each of the four types of groups. What are activities that are effective in some groups and not others? How are they similar or different?

    f. How could you carry out some of these decision activities in your school?

    Appropriate answers to these questions are found in the second dialogue on decision-making activities. Students may want to qualify some of the general guidelines given in the dialogue. This is fine. They should adapt these generalizations to their own experience.

11. Students should read the case, "Marsha's Defeat", on pages 289 through 298 of this kit. Students should think about decision-making strategies and how they are formed as they

read the case.

12. Hold a discussion with students about the case of "Marsha's Defeat" and use the following discussion questions as guides:

    a. What were the steps that Marsha undertook in making a decision-making strategy?

    Students should be able to list a clear set of steps. The seven steps that are involved in developing a decision-making strategy can be listed as follows: 1) make a clear statement of the problem you are interested in solving; 2) determine the important characteristics of the group in which the problem is raised; 3) identify important alternative ways of solving the problem and decide which one you favor the most; 4) determine the information that is relevant to supporting the policy alternative you favor; 5) determine the sequence of moves you will make in order to gather support behind the alternative you favor; 6) make a list of roles that individuals will take in making these moves; 7) determine a way of carrying out the policy if a decision is made in your favor. Students should see that each of these seven steps are part of a decision-making strategy. The one which Marsha did not do and the reason for her defeat in this decision-making situation is number 2; she did not consider the important characteristics of the group in which the problem was to be raised. If she had realized that she was in an elite group setting that was dominated by the president, she would have made sure that the president could have been informed and would have agreed to her plan before she presented it before the group.

b. How might you carry out a decision-making strategy in a group in your school? Do you think you could use these steps? Which steps would be more difficult than others?

13. Divide students into groups of five or six. Pass out a strategy form to each group. Then ask each group to determine a problem in a school, community or work setting in which they can carry out a decision-making strategy. List the problems and the groups on the board, then ask students to use the strategy form in order to develop a decision-making strategy for resolving the problem they have identified(p 303).

14. Have students carry out their strategies out of class.

15. Discuss students' strategies after they have finished this activity using the following discussion questions as guidelines:

    a. What strategies did you choose to use in the groups you were working in?

    b. How successful were they?

    c. How do you think you might improve the decision-making strategy which you developed?

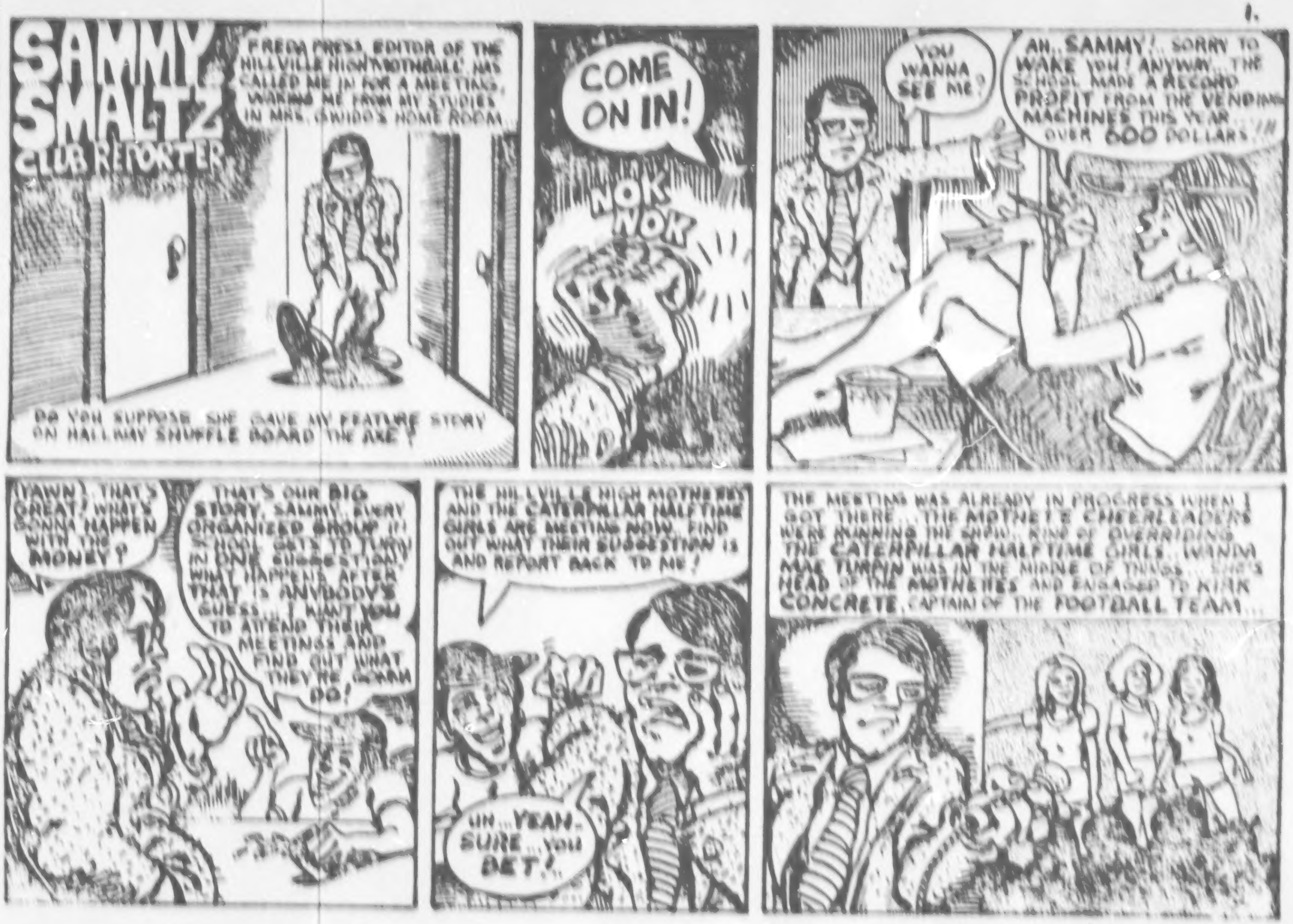
    d. How might the same strategy apply to other groups in which you might choose to participate?

## PART C: PARTICIPATION SKILLS

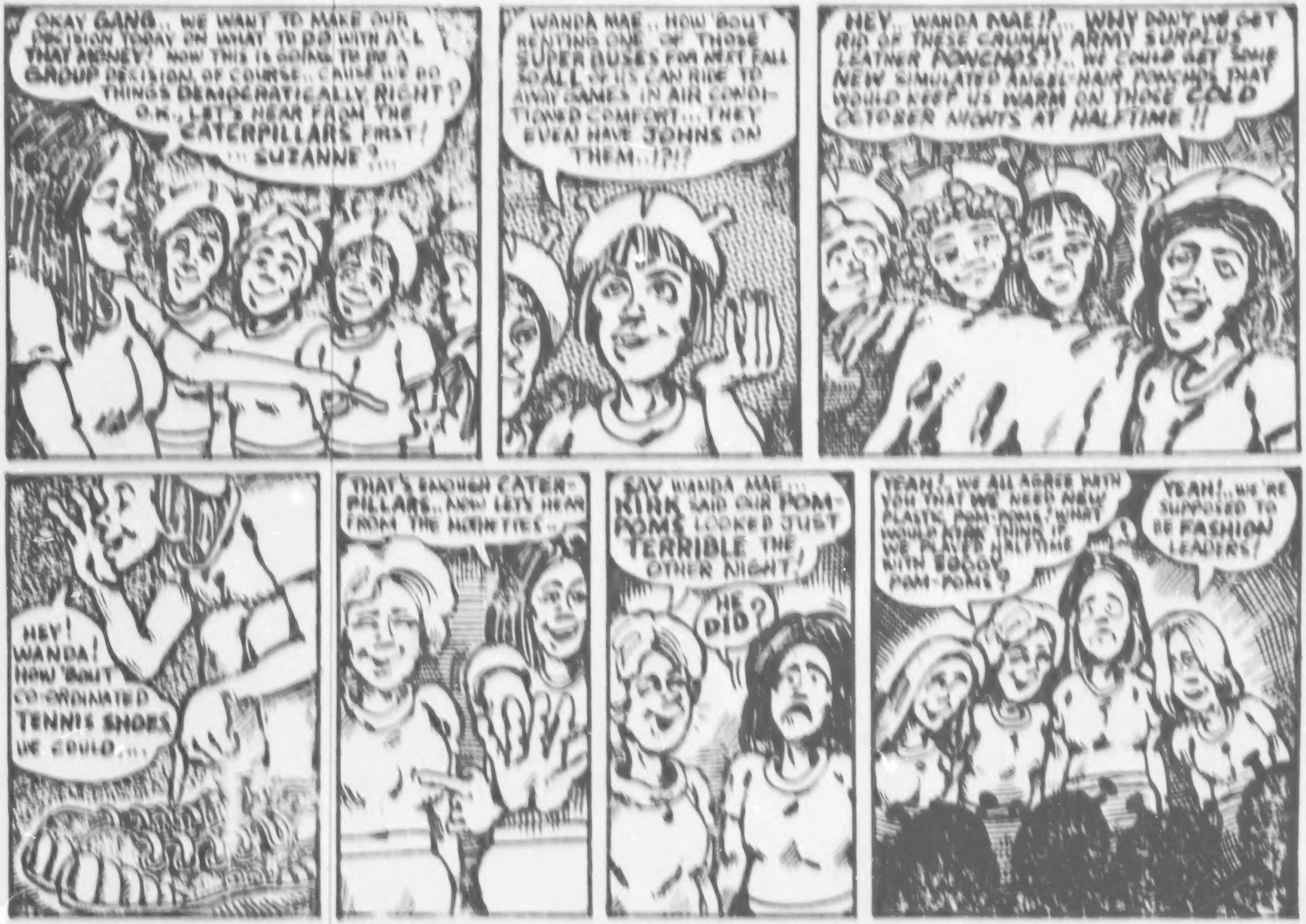
### Activity Two: Decision-Making

Most political decisions are made in groups. Groups make decisions almost every time they meet. Therefore, knowing how to act in group decision-making is an important political skill.

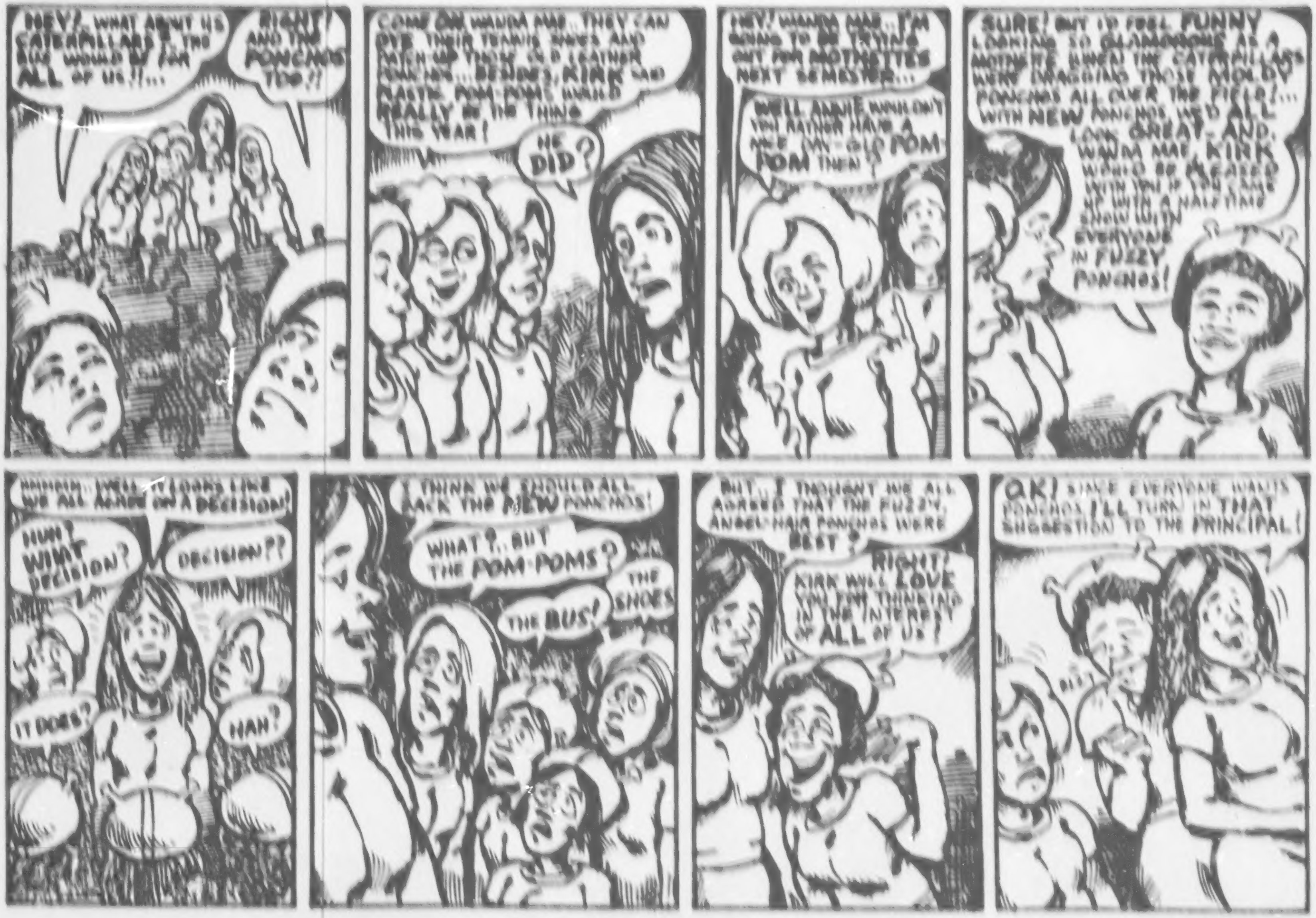
Depending on what kind of political group you are participating in, decision-making can take several different forms. Read the cartoon strip on the next few pages and think about how different decision-making is in each of the four school groups at Hillville High.


1.
SAMMY SMALTZ CLUB REPORTER
FREDA PRESS, EDITOR OF THE HILLVILLE HIGH "MOTHBALL" HAS CALLED ME IN FOR A MEETING, WAKING ME FROM MY STUDIES IN MRS. GWIDO'S HOME ROOM
DO YOU SUPPOSE SHE GAVE MY FEATURE STORY ON HALLWAY SHUFFLE BOARD THE AXE?
COME ON IN!
NOK NOK
YOU WANNA SEE ME?
AH, SAMMY! SORRY TO WAKE YOU! ANYWAY, THE SCHOOL MADE A RECORD PROFIT FROM THE VENDING MACHINES THIS YEAR... OVER 600 DOLLARS!!!
(YAWN) THAT'S GREAT! WHAT'S GONNA HAPPEN WITH THE MONEY?
THAT'S OUR BIG STORY, SAMMY. EVERY ORGANIZED GROUP IN SCHOOL GETS TO TURN IN ONE SUGGESTION! WHAT HAPPENS AFTER THAT IS ANYBODY'S GUESS... I WANT YOU TO ATTEND THEIR MEETINGS AND FIND OUT WHAT THEY'RE GONNA DO!
THE HILLVILLE HIGH MOTHETTES AND THE CATERPILLAR HALFTIME GIRLS ARE MEETING NOW. FIND OUT WHAT THEIR SUGGESTION IS AND REPORT BACK TO ME!
UH... YEAH... SURE... YOU BET!
THE MEETING WAS ALREADY IN PROGRESS WHEN I GOT THERE... THE MOTHETTE CHEERLEADERS WERE RUNNING THE SHOW, KIND OF OVERRIDING THE CATERPILLAR HALFTIME GIRLS. WANDA MAE TURPIN WAS IN THE MIDDLE OF THINGS... SHE'S HEAD OF THE MOTHETTES AND ENGAGED TO KIRK CONCRETE, CAPTAIN OF THE FOOTBALL TEAM...

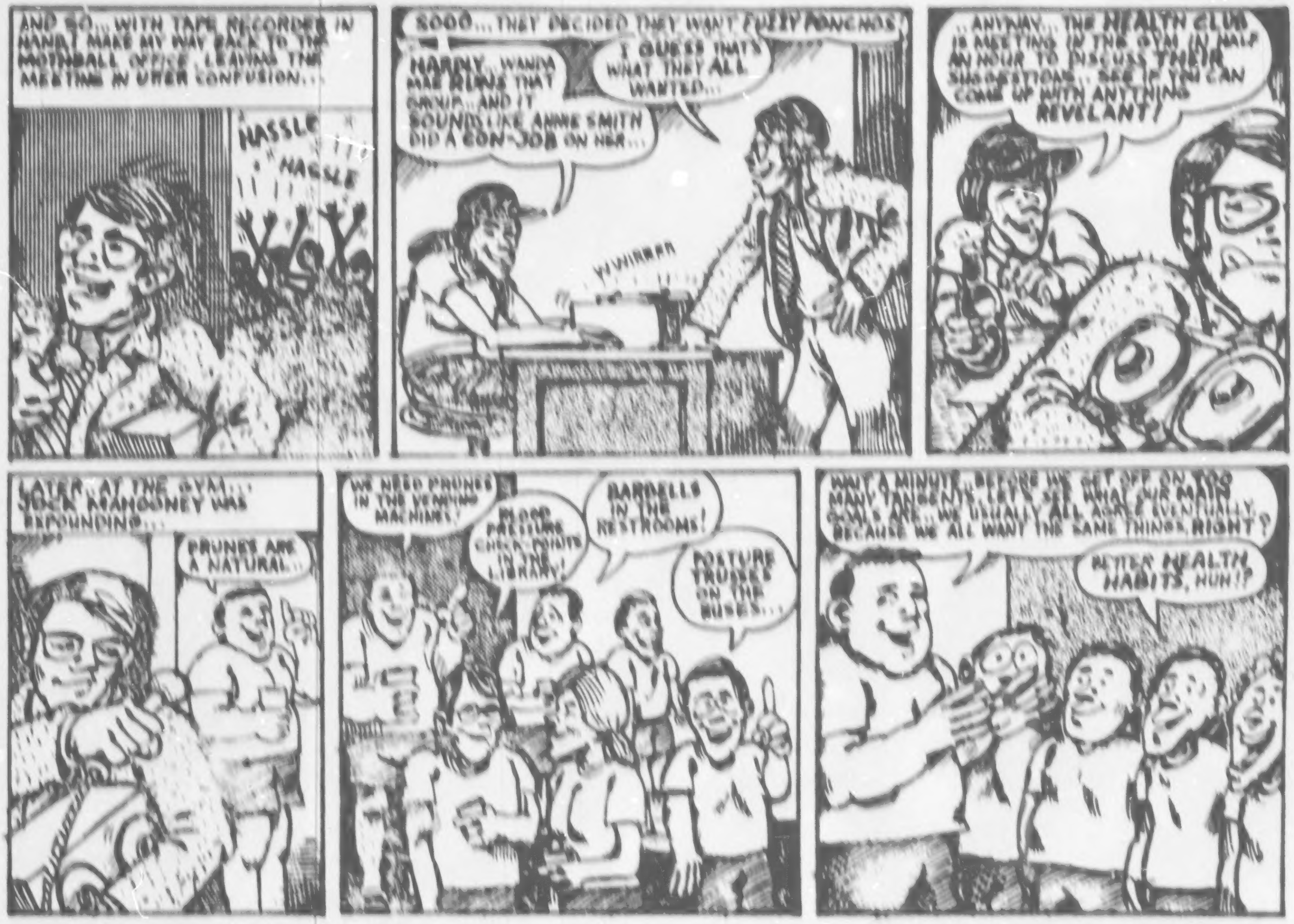
2.


OKAY GANG.. WE WANT TO MAKE OUR DECISION TODAY ON WHAT TO DO WITH ALL THAT MONEY! NOW THIS IS GOING TO BE A GROUP DECISION, OF COURSE.. CAUSE WE DO THINGS DEMOCRATICALLY, RIGHT? O.K., LET'S HEAR FROM THE CATERPILLARS FIRST! ... SUZANNE? ...
WANDA MAE.. HOW 'BOUT RENTING ONE OF THOSE SUPER BUSES FOR NEXT FALL SO ALL OF US CAN RIDE TO AWAY GAMES IN AIR CONDITIONED COMFORT... THEY EVEN HAVE JOHNS ON THEM..!?!?
HEY.. WANDA MAE!?.. WHY DON'T WE GET RID OF THESE CRUMMY ARMY SURPLUS LEATHER PONCHOS!?.. WE COULD GET SOME NEW SIMULATED ANGEL-HAIR PONCHOS THAT WOULD KEEP US WARM ON THOSE COLD OCTOBER NIGHTS AT HALFTIME!!
HEY! WANDA! HOW 'BOUT CO-ORDINATED TENNIS SHOES WE COULD...
THAT'S ENOUGH CATERPILLARS.. NOW LETS HEAR FROM THE MOUNTIES..
SAY WANDA MAE... KIRK SAID OUR POM-POMS LOOKED JUST TERRIBLE THE OTHER NIGHT!
HE DID?
YEAH! .. WE ALL AGREE WITH YOU THAT WE NEED NEW PLASTIC POM-POMS! WHAT WOULD KIRK THINK IF WE PLAYED HALFTIME WITH SOGGY POM-POMS?
YEAH!.. WE'RE SUPPOSED TO BE FASHION LEADERS!

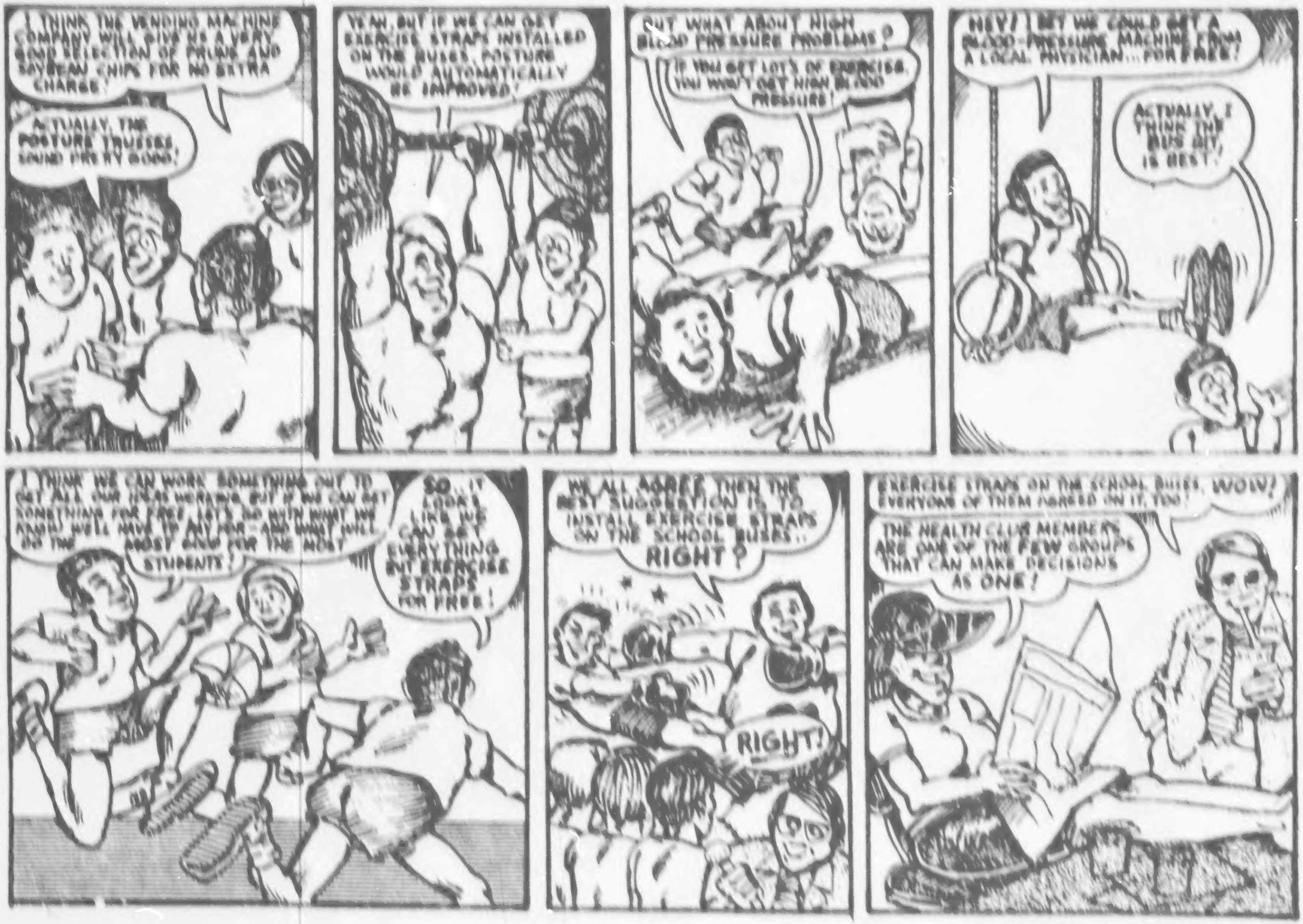
3.


HEY! ... WHAT ABOUT US CATERPILLARS? ... THE BUS WOULD BE FOR ALL OF US!!...
RIGHT! AND THE PONCHOS TOO?!
COME ON WANDA MAE... THEY CAN DYE THEIR TENNIS SHOES AND PATCH UP THOSE OLD LEATHER PONCHOS... BESIDES, KIRK SAID PLASTIC POM-POMS WOULD REALLY BE THE THING THIS YEAR!
HE DID?
HEY! WANDA MAE... I'M GOING TO BE TRYING OUT FOR MOTHETTES NEXT SEMESTER...
WELL ANNIE, WOULDN'T YOU RATHER HAVE A NICE SHINY OLD POM POM THEN!
SURE! BUT I'D FEEL FUNNY LOOKING SO GLAMOROUS AS A MOTHETTE WHEN THE CATERPILLARS WERE DRAGGING THOSE MOLDY PONCHOS ALL OVER THE FIELD!... WITH NEW PONCHOS WE'D ALL LOOK GREAT - AND, WANDA MAE, KIRK WOULD BE PLEASED WITH YOU IF YOU CAME UP WITH A HALFTIME SHOW WITH EVERYONE IN FUZZY PONCHOS!
HMMMM... WELL, IT LOOKS LIKE WE ALL AGREE ON A DECISION!
HUH? WHAT DECISION?
DECISION??
IT DOES?
HAH?
I THINK WE SHOULD ALL BACK THE NEW PONCHOS!
WHAT?... BUT THE POM-POMS?
THE BUS!
THE SHOES
BUT... I THOUGHT WE ALL AGREED THAT THE FUZZY, ANGEL-HAIR PONCHOS WERE BEST?
RIGHT! KIRK WILL LOVE YOU FOR THINKING IN THE INTEREST OF ALL OF US!
OK! SINCE EVERYONE WANTS PONCHOS I'LL TURN IN THAT SUGGESTION TO THE PRINCIPAL!
BUT

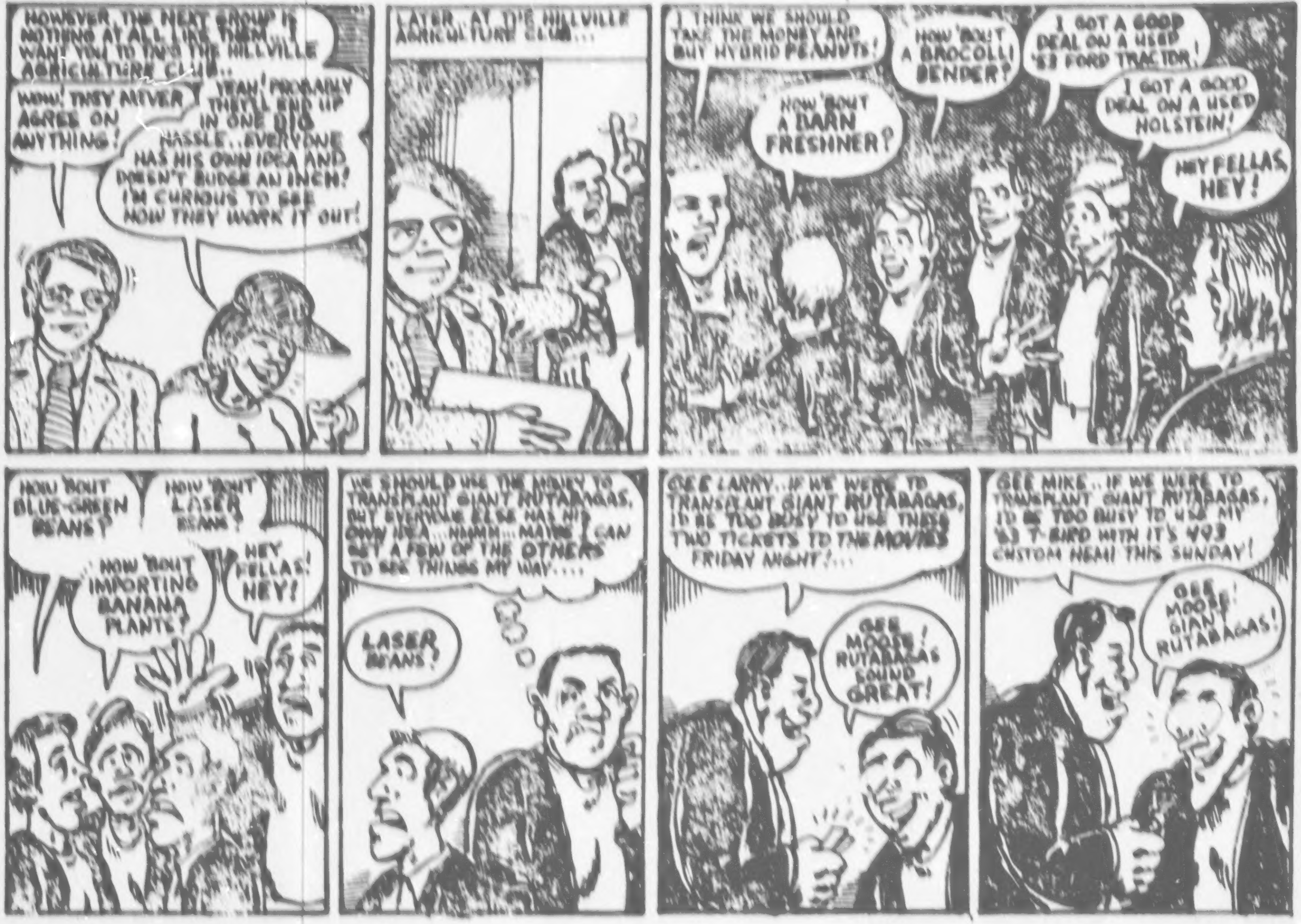
4.

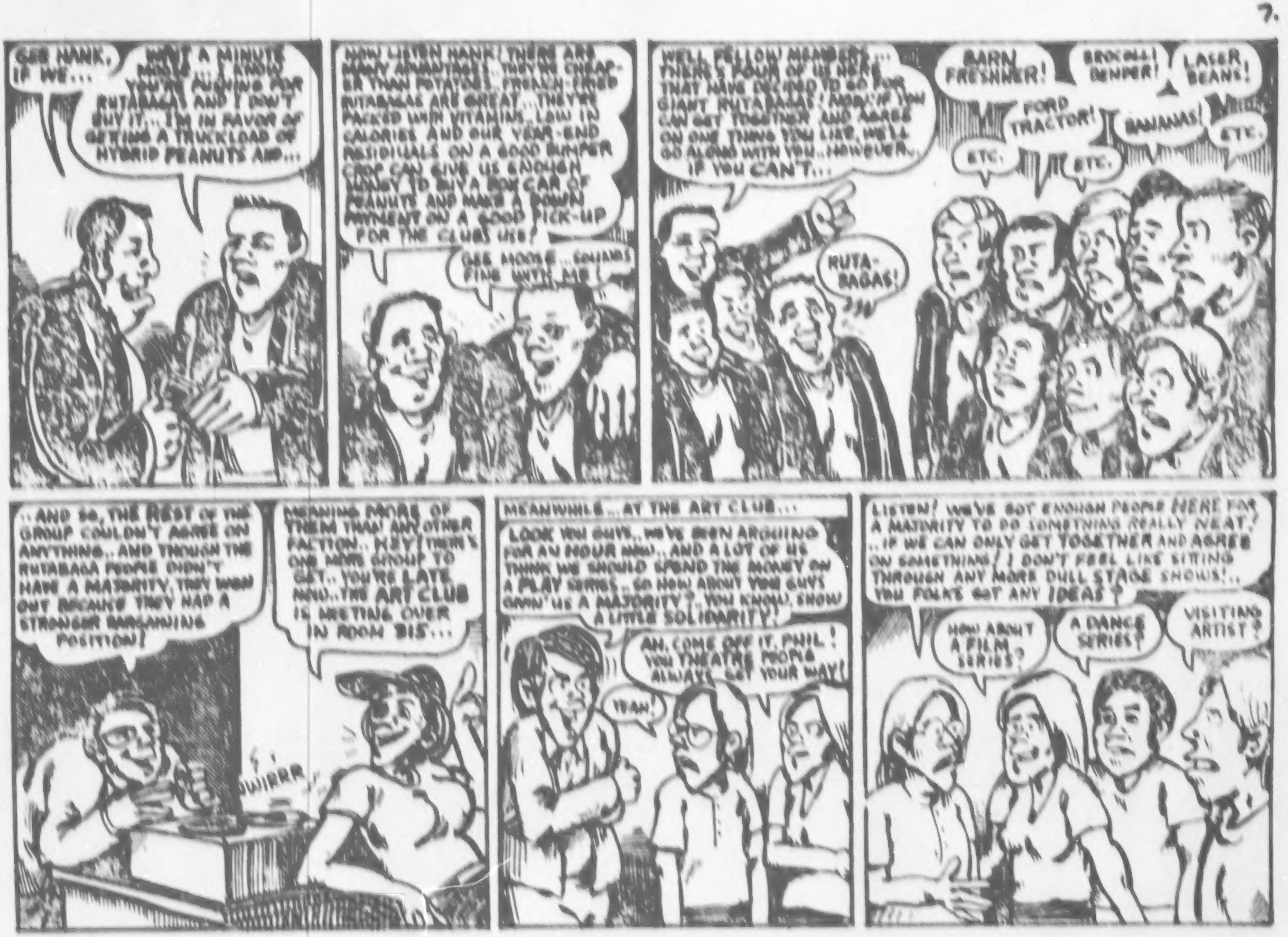

AND SO... WITH TAPE RECORDER IN HAND I MAKE MY WAY BACK TO THE MOTHBALL OFFICE, LEAVING THE MEETING IN UTTER CONFUSION...
HASSLE
HASSLE
SOOO... THEY DECIDED THEY WANT FUZZY PONCHOS
HARRY... WANDA MAE RUNS THAT GROUP... AND IT SOUNDS LIKE ANNE SMITH DID A CON-JOB ON HER...
I GUESS THAT'S WHAT THEY ALL WANTED...
VVVIRRRR
...ANYWAY... THE HEALTH CLUB IS MEETING IN THE GYM IN HALF AN HOUR TO DISCUSS THEIR SUGGESTIONS... SEE IF YOU CAN COME UP WITH ANYTHING REVELANT!
LATER, AT THE GYM... JOCK MAHONEY WAS EXPOUNDING...
PRUNES ARE A NATURAL...
WE NEED PRUNES IN THE VENDING MACHINES!
BLOOD PRESSURE CHECK-POINTS IN THE LIBRARY!
BARBELLS IN THE RESTROOMS!
POSTURE TRUSSES ON THE BUSES...
WAIT A MINUTE... BEFORE WE GET OFF ON TOO MANY TANGENTS, LET'S SEE WHAT OUR MAIN GOALS ARE... WE USUALLY ALL AGREE EVENTUALLY, BECAUSE WE ALL WANT THE SAME THINGS, RIGHT?
BETTER HEALTH HABITS, HUH!?

5.

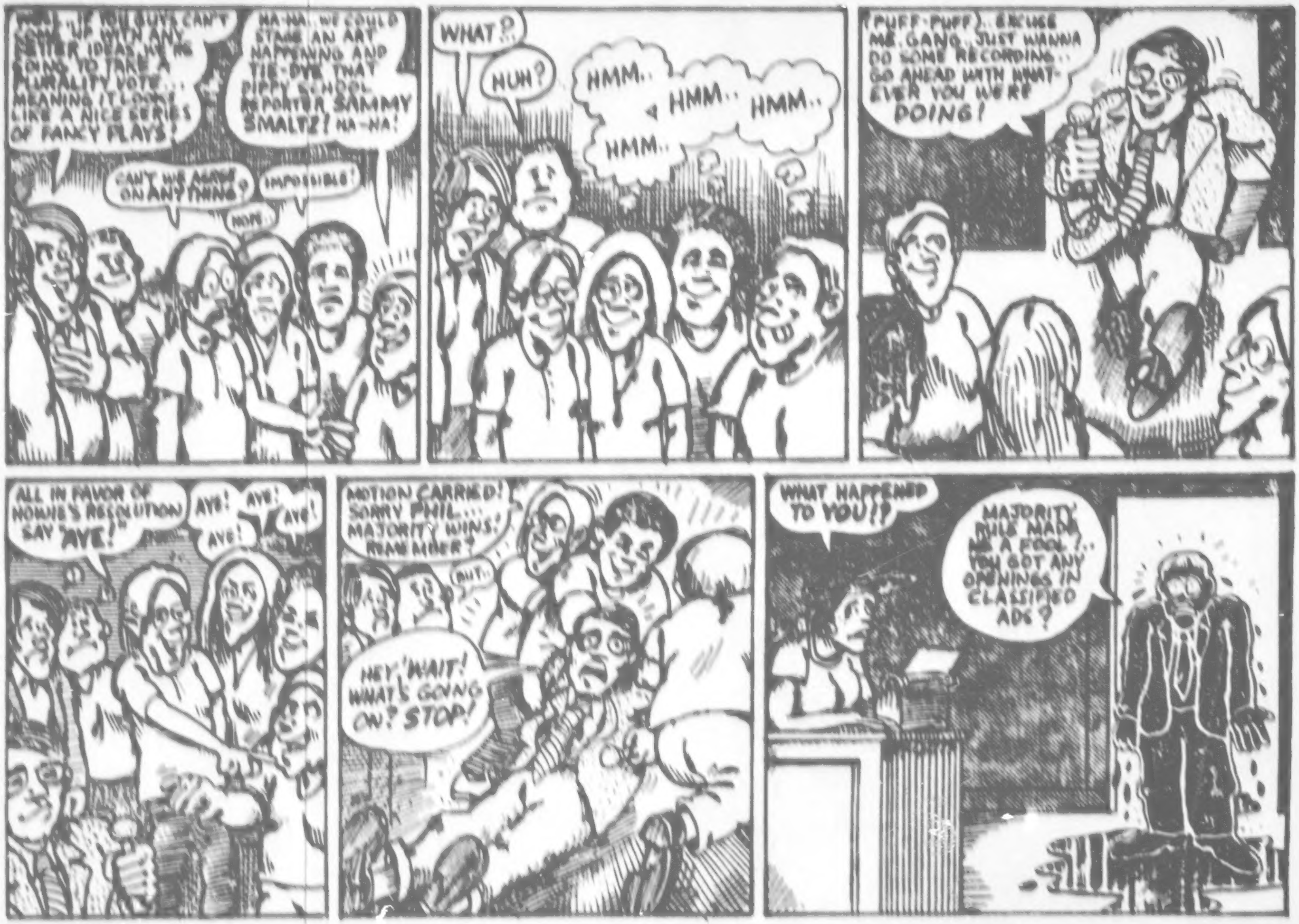

I THINK THE VENDING MACHINE COMPANY WILL GIVE US A VERY GOOD SELECTION OF FRUITS AND SOYBEAN CHIPS FOR NO EXTRA CHARGE!
ACTUALLY, THE POSTURE TRUSSES SOUND PRETTY GOOD!
YEAH, BUT IF WE CAN GET EXERCISE STRAPS INSTALLED ON THE BUSES, POSTURE WOULD AUTOMATICALLY BE IMPROVED!
BUT WHAT ABOUT HIGH BLOOD PRESSURE PROBLEMS?
IF YOU GET LOTS OF EXERCISE, YOU WON'T GET HIGH BLOOD PRESSURE!
HEY! I BET WE COULD GET A BLOOD-PRESSURE MACHINE FROM A LOCAL PHYSICIAN... FOR FREE!
ACTUALLY, I THINK THE BUS KIT IS BEST!
I THINK WE CAN WORK SOMETHING OUT TO GET ALL OUR IDEAS WORKING, BUT IF WE CAN GET SOMETHING FOR FREE LOTS DO WITH WHAT WE KNOW WE'LL HAVE TO PAY FOR—AND WHAT WILL DO THE MOST GOOD FOR THE MOST STUDENTS!
SO... IT LOOKS LIKE WE CAN GET EVERYTHING BUT EXERCISE STRAPS FOR FREE!
WE ALL AGREE THEN THE BEST SUGGESTION IS TO INSTALL EXERCISE STRAPS ON THE SCHOOL BUSES... RIGHT?
RIGHT!
EXERCISE STRAPS ON THE SCHOOL BUSES. WOW! EVERYONE OF THEM AGREED ON IT, TOO!
THE HEALTH CLUB MEMBERS ARE ONE OF THE FEW GROUPS THAT CAN MAKE DECISIONS AS ONE!

6.


HOWEVER, THE NEXT GROUP IS NOTHING AT ALL LIKE THEM... I WANT YOU TO FIND THE HILLVILLE AGRICULTURE CLUB...
WOW! THEY NEVER AGREE ON ANYTHING!
YEAH! PROBABLY THEY'LL END UP IN ONE BIG HASSLE... EVERYONE HAS HIS OWN IDEA AND DOESN'T BUDGE AN INCH! I'M CURIOUS TO SEE HOW THEY WORK IT OUT!
LATER... AT THE HILLVILLE AGRICULTURE CLUB...
I THINK WE SHOULD TAKE THE MONEY AND BUY HYBRID PEANUTS!
HOW 'BOUT A BARN FRESHNER?
HOW 'BOUT A BROCOLLI BENDER?
I GOT A GOOD DEAL ON A USED '53 FORD TRACTOR!
I GOT A GOOD DEAL ON A USED HOLSTEIN!
HEY FELLAS, HEY!
HOW 'BOUT BLUE-GREEN BEANS?
HOW 'BOUT LASER BEANS?
HOW 'BOUT IMPORTING BANANA PLANTS?
HEY FELLAS! HEY!
WE SHOULD USE THE MONEY TO TRANSPLANT GIANT RUTABAGAS, BUT EVERYONE ELSE HAS HIS OWN IDEA... HMMM... MAYBE I CAN GET A FEW OF THE OTHERS TO SEE THINGS MY WAY....
LASER BEANS?
GEE LARRY... IF WE WERE TO TRANSPLANT GIANT RUTABAGAS, I'D BE TOO BUSY TO USE THESE TWO TICKETS TO THE MOVIES FRIDAY NIGHT!...
GEE MOOSE! RUTABAGAS SOUND GREAT!
GEE MIKE... IF WE WERE TO TRANSPLANT GIANT RUTABAGAS, I'D BE TOO BUSY TO USE MY '63 T-BIRD WITH IT'S 403 CUSTOM HEMI THIS SUNDAY!
GEE MOOSE! GIANT RUTABAGAS!


7.
GEE HANK, IF WE...
WAIT A MINUTE MOOSE... I KNOW YOU'RE PUSHING FOR RUTABAGAS AND I DON'T BUY IT... I'M IN FAVOR OF GETTING A TRUCKLOAD OF HYBRID PEANUTS AND...
NOW LISTEN HANK! THERE ARE MANY ADVANTAGES... THEY'RE CHEAPER THAN POTATOES... FRENCH-FRIED RUTABAGAS ARE GREAT... THEY'RE PACKED WITH VITAMINS, LOW IN CALORIES AND OUR YEAR-END RESIDUALS ON A GOOD BUMPER CROP CAN GIVE US ENOUGH MONEY TO BUY A BOXCAR OF PEANUTS AND MAKE A DOWN PAYMENT ON A GOOD PICK-UP FOR THE CLUBS USE!
GEE MOOSE... SOUNDS FINE WITH ME!
WELL FELLOW MEMBERS... THERE'S FOUR OF US HERE THAT HAVE DECIDED TO GO FOR GIANT RUTABAGAS! NOW, IF YOU CAN GET TOGETHER AND AGREE ON ONE THING YOU LIKE, WE'LL GO ALONG WITH YOU... HOWEVER... IF YOU CAN'T...
RUTA-BAGAS!
BARN FRESHNER!
BROCOLLI! DENPER!
LASER BEANS!
FORD TRACTOR!
BANANAS!
ETC.
ETC.
ETC.
...AND SO, THE REST OF THE GROUP COULDN'T AGREE ON ANYTHING... AND THOUGH THE RUTABAGA PEOPLE DIDN'T HAVE A MAJORITY, THEY WON OUT BECAUSE THEY HAD A STRONGER BARGAINING POSITION!
MEANING MORE OF THEM THAN ANY OTHER FACTION... HEY! THERE'S ONE MORE GROUP TO GET... YOU'RE LATE NOW... THE ART CLUB IS MEETING OVER IN ROOM 315...
WHIRRR
MEANWHILE... AT THE ART CLUB...
LOOK YOU GUYS... WE'VE BEEN ARGUING FOR AN HOUR NOW... AND A LOT OF US THINK WE SHOULD SPEND THE MONEY ON A PLAY SERIES... SO HOW ABOUT YOU GUYS GIVIN' US A MAJORITY?... YOU KNOW, SHOW A LITTLE SOLIDARITY!
YEAH!
AH, COME OFF IT, PHIL! YOU THEATRE PEOPLE ALWAYS GET YOUR WAY!
LISTEN! WE'VE GOT ENOUGH PEOPLE HERE FOR A MAJORITY TO DO SOMETHING REALLY NEAT! ..IF WE CAN ONLY GET TOGETHER AND AGREE ON SOMETHING! I DON'T FEEL LIKE SITTING THROUGH ANY MORE DULL STAGE SHOWS!.. YOU FOLKS GOT ANY IDEAS?
HOW ABOUT A FILM SERIES?
A DANCE SERIES?
VISITING ARTIST?

B.


WELL... IF YOU GUYS CAN'T COME UP WITH ANY BETTER IDEAS, WE'RE GOING TO TAKE A PLURALITY VOTE... MEANING IT LOOKS LIKE A NICE SERIES OF FANCY PLAYS!
HA-HA.. WE COULD STAGE AN ART HAPPENING AND TIE-DYE THAT DIPPY SCHOOL REPORTER SAMMY SMALTZ! HA-HA!
CAN'T WE AGREE ON ANYTHING?
IMPOSSIBLE!
NOPE..
WHAT?..
HUH?
HMM..
HMM..
HMM..
HMM..
(PUFF-PUFF).. EXCUSE ME, GANG.. JUST WANNA DO SOME RECORDING.. GO AHEAD WITH WHATEVER YOU WERE DOING!
ALL IN FAVOR OF HOWIE'S RESOLUTION SAY "AYE!"
AYE!
AYE!
AYE!
AYE!
MOTION CARRIED! SORRY PHIL.... MAJORITY WINS! REMEMBER?
BUT..
HEY! WAIT! WHAT'S GOING ON? STOP!
WHAT HAPPENED TO YOU!?
MAJORITY RULE MADE ME A FOOL!.. YOU GOT ANY OPENINGS IN CLASSIFIED ADS?

## DISCUSSION QUESTIONS

1. How were decisions made in each of the four groups in the cartoon?

2. What are some differences in the ways decisions were made?

## Dialogue Summary: Decision Rules

Below is a dialogue which will serve as a base for talking about different ways decisions are made in groups. Basically, formal or informal rules govern who has a say in decisions and how a group makes a final policy. These decision rules can be formal ones such as those which require majority rule in the U.S. Congress. They can also be informal rules such as some friendship groups have of everyone agreeing to a decision.

Read the dialogue below about how Hillville High's "Comparing Political Experiences" class discusses different decision rules. As people in the class take different parts in the dialogue, think about similarities and differences in group decision-making.

Parts for the Dialogue:

| | |
|---|---|
| Mr. Moss | social studies teacher |
| Liz<br>Pete<br>Vince<br>Sara<br>Carver<br>Jamie<br>Harry | students in a CPE class |

Liz: "Mr. Moss, isn't it kinda funny the way the Caterpillars and Mothettes make decisions? Most of the time Wanda Mae Turpin makes the final decision no matter how many girls are against the idea she likes."

Mr. Moss: "Well, Liz, you've come pretty close to defining out first type of decision rule, which is ELITE RULE. When a group reaches decisions under ELITE RULE conditions, the ultimate power to decide belongs to one individual or, in some cases, with a small group of individuals."

Pete: "Well wouldn't that one person or that small group have to be official in some snese, like officers of the club?"

Mr. Moss: "Not necessarily...take Wanda Mae, for example..."

Vince: "Boy, I'd like to, but Kirk Concrete is twice my size."

Mr. Moss: "As I was saying, Wanda Mae isn't the official boss, but she's got the power to make the final decision for her group. Have you got the idea of ELITE RULE?"

Vince: "I think so, but let's look at the other kinds...how many are there altogether?"

Mr. Moss: "There are four types of decision rules, Vince. A second type of decision rule was operating in the Health Club."

Sara: "That group is completely different from Wanda Mae's. There closeness is incredible!"

Carver: "And with all that exercise, closeness calls for a good deodorant."

Liz: "They all managed to agree on one idea. Isn't that pretty unusual, Mr. Moss?"

Mr. Moss: "When every single member of a group agrees to one idea, then we have a CONSENSUS RULE operating. The Health Club members share the same basic goals and interests, Liz. But, in some groups with CONSENSUS RULE, members are under more pressure because they have different goals, and may not even know each other very well, but they must all agree to one choice if they have CONSENSUS RULE."

Jamie: "Hey, Mr. Moss, the two rules we have so far remind me of the Three Musketeers!"

Mr. Moss: "How's that, Jamie?"

Jamie: "ELITE RULE is one for all, and CONSENSUS RULE is all for one."

Mr. Moss: "Hmmm...not bad if you can keep your pronouns straight."

Pete: "BOOOO! We don't have English grammar 'til next period!"

Carver: "What's the next decision rule, Mr. Moss?"

Sara: "Yeah...what about those guys in the Ag Club?"

Mr. Moss: "The Agriculture Club members are concerned with their future careers, but they all have different interests."

Liz: "Yeah, those guys are interested in making money!"

Mr. Moss: "So, since it isn't likely there will be many opportunities for them to adopt a CONSENSUS RULE due to their conflicting interests, and since they don't have a situation in which an ELITE RULE is in effect, they make a decision based on the alternative which can get the most votes."

Harry: "They must have about twenty members, and Moose's rutabagas only got four votes. That wasn't a very strong showing."

Mr. Moss: "That's what PLURALITY RULE is all about, Harry. When a group has a lot of alternative choices, the one that gets the most votes wins, even though the number of votes might to quite small."

Sara: "As long as that choice got more votes than any other one, it got a PLURALITY of the votes, right, Mr. Moss?"

Pete: "What if there were ten members in a group...this is a PLURALITY RULE, now, and every member refused to go along with anybody else's idea. If just one guy or girl decided to go along with somebody else's idea, then the final vote would be something like eight ideas with one vote each, and one idea with two votes. Does that mean the alternative with just two votes wins?"

Mr. Moss: "It was a PLURALITY, wasn't it?"

Harry: "Yeah...two is more than one."

Liz: "Harry's just like a computer, huh, Mr. Moss?"

Sara: "I understand the three decision rules we've covered so far, but I can't imagine what the fourth one would be..."

Liz: "I know...the Art Club wanted a MAJORITY decision, didn't they?"

Carver: "But it looked the same as PLURALITY to me...the idea with the most votes won."

Mr. Moss: "Yes, but there's a difference...over half of the members have to agree to one choice in MAJORITY RULE. Using Pete's example of the group with ten members, tell me what the difference would be between a PLURALITY RULE and a MAJORITY RULE."

Vince: "Well, obviously, in a MAJORITY RULE, at least six of the ten members would have to agree to support one idea, but under PLURALITY RULE, as few as two members could claim a PLURALITY. Hmmm... I just talked myself into understanding the difference."

Pete: "Hey, wait a minute, Mr. Moss. What if a group was just deciding 'Yes' or 'No' on whether to buy something?"

Mr. Moss: "How many alternatives is that, Mike?"

Mike: "Two."

Mr. Moss: "And how many members in the group?"

Pete: "Let's keep the group of ten members."

Mr. Moss: "What's your problem?"

Pete: "Well, if there's only two choices, barring the possibility of a tie, the winning idea automatically gets a MAJORITY as well as a PLURALITY. So, if six members vote 'Yes,' you get both!"

Mr. Moss: Exactly. Is that a problem for you?"

Pete: "Hmmm. I guess when you only have two choices, a PLURALITY and a MAJORITY are the same, but when you have more than two you have to be specific about which decision rule you're using."

Liz: "Hey, Mr. Moss...what if you only had ONE choice?"

Mr. Moss: "As a matter of fact, I do...it's time to turn you loose for your next class. But before we go, somebody give me a quickie description of the four types of decision rules we've covered."

Vince: "ELITE RULE means one person or just a couple got the power. CONSENSUS RULE means the whole group gotta have the power. PLURALITY RULE means the idea with the most votes got the power. MAJORITY RULE means more than half got the power. SCHOOL RULE means I gotta split, now, Mr. Moss."

## DISCUSSION QUESTIONS

1. What are the four decision rules presented here?

2. What are some similarities and differences in the four rules?

## Dialogue Summary: Decision-Making Activities

Another important part of decision-making involves acting in ways which will promote group goals. Under different types of decision rules, different types of political activities are appropriate for achieving a goal. The following dialogue illustrates different decision-making activities which are appropriate for different decision rules.

As people in class read various parts of the dialogue, try to determine what activities are most useful in different decision-making situations illustrated by the groups making decisions at Hillville High.

Mr. Moss's class is again meeting. The actors in the dialogue are:

| | |
|---|---|
| Mr. Moss | social studies teacher |
| Vera<br>Chris<br>Lee<br>Florence<br>Juanita<br>Carl | students in a CPE class |

Mr. Moss: "People try to do many activities in order to try to reach their goals in decision-making. Vera, can you figure out some actions that Annie Smith took to reach her goal?"

Vera: "Her goals was new ponchos...and since she realized she was in a group with ELITE RULE, she zeroed in on the elite...namely, Wanda Mae. In fact, most of the members of the group did. You hardly noticed anybody directing their ideas to any other members."

Mr. Moss: "That's a very effective action to take in an ELITE RULE situation. Convince the elite and ignore the rest of the group. Who thinks they can describe a little different kind of strategy?"

Chris: "Both Annie and that Mothette who wanted plastic pom-poms made it sound like Kirk Concrete thought their ideas were terrific. Everybody knows Kirk has a lot of influence on Wanda Mae. That was a good strategy, wasn't it, Mr. Moss?"

Mr. Moss: "Yes, it was. Convince someone very close to the decision-maker that your position is best. Sometimes this person is another member of the group, sometimes, as in the case of Kirk, it can be a person who is not a member of the group."

Lee: "Hey, Mr. Moss...Annie's a Catepillar and one time she made it sound like she was going to be a Mothette. Is that strategy?"

Mr. Moss: "No, Lee, that's metamorphosis."

Florence: "BOOO! We don't have Biology until tomorrow, Mr. Moss!"

Mr. Moss: "Seriously, that was an example of an effective action. The Mothettes have more pull with Wanda Mae than the Caterpillars, so Annie came as close as she could to adopting another effective strategy for an ELITE RULE situation...join the elite that runs the group."

Chris: "Wow, Mr. Moss...what a great headline that would make!"

CATERPILLAR WORMS WAY INTO MOTHETTES

Juanita: "All this bug talk is making me sick, Mr. Moss. Let's talk about the Health Club so I'll feel better.

Mr. Moss: "All right, Juanita...what kind of decision rule was in effect in the Health Club?"

Juanita: "CONSENSUS! And in that case, you definitely don't want to ignore the membership because everybody counts."

Vera: "And when you need support from everybody, what are some strategies that come to mind?"

Lee: "Well, the Health Club members never really dumped on each other's suggestions...it seems they tried to combine ideas, and suggest ways that other suggestions could be worked out by other means."

Mr. Moss: "So, in a CONSENSUS RULE group, we can say that it's wise to act in ways which allow compromise on a position which is agreeable to everyone. We might also say effective action is being flexible, taking other member's views into account."

Carl: "The guy who wanted health foods in the vending machines finally decided to go along with the exercise straps on the buses...and so did the guy who was pushing the blood-pressure set-ups. But everything went so smoothly that it's hard to figure out how the exercise freaks convinced them to go along with their position."

Mr. Moss: "Another good action in a CONSENSUS RULE situation is to trade something someone else wants for their support of your position. The exercise buffs did a little subtle trading when they convinced those two fellows that they could get what they wanted if they supported the exercise straps."

Florence: "Oh...I get it. They said they'd make a deal with the vending machine companies to get prunes and stuff, and that they'd try to get a free blood-pressure set-up from a local doctor...and that's how they got more support for their exercise straps!"

Chris: "Hey, Mr. Moss, I'm a member of the Health Club. Know what our motto is? Sound body...sound mind."

Mr. Moss: "Hmmm. Take your pick?"

Chris: "Come on, Mr. Moss...it's not a choice! It means if your body's in good shape, your mind will be, too."

Mr. Moss: "Well, in that case, Chris, we'll let you exercise your mind by identifying some actions that work in PLURALITY RULE."

Chris: "Uhhh...oh, yeah...the Agriculture Club had PLURALITY RULE, and Moose managed to get more support for his rutabagas than anybody else. So I guess Moose acted effectively."

Juanita: "Hey, Mr. Moss...Moose was actually bribing people with movie tickets and his car..."

Mr. Moss: "Well, essentially, Moose knew that in a PLURALITY RULE situation, it's good to woo people into your camp by giving them something they want which is not related to the issues before the group."

Carl: "But even though that strategy worked on a couple of members, it didn't work on Hank who was pushing hybrid peanuts. Moose had to talk his way into getting his support."

Mr. Moss: "And that's another good action to get more support for your cause. Actively voice the important gains to be made for your supporters compared to supporters of other positions."

Vera: "You know, Mr. Moss, it seemed like every member of the Ag Club was sold on his own idea. How did Moose manage to get even three members to support his rutabagas?

Mr. Moss: "By using the two actions we just mentioned, Vera, and by using a good beginning move. Find out how many positions there are in the group, then concentrate on a few key people to influence, gaining enough support to carry a plurality."

Lee: "If I were a Health Club member, I'd have used the actions we just talked about to defeat rutabagas. They taste terrible."

Carl: "Why don't you tell Moose?"

Chris: "I can see it now...there I am, sneaking a little talk with gorgeous Wanda Mae...telling her how terrible rutabagas taste, and up walks Kirk Concrete and Moose. It would definitely call for effective action, wouldn't it, Mr. Moss?"

Mr. Moss: "Glad to see you've got your mind on class discussion. Now, let's look at strategies in MAJORITY RULE decision-making."

Vera: "I would think you could use the same actions that would in a plurality situation...but you need to get more support. Phil and his theater people already had a plurality...he should have worked a little harder to get a majority."

Lee: "He thought he could switch the decision rules, so he blew it."

Mr. Moss: "What could Phil have done to increase the number of supporters so that he would have a majority of the group behind his suggestion?"

Florence: "He could've probably persuaded the kids who wanted a visiting artist to go along with him. After all, an actor is an artist, and they could probably agree that the idea of having somebody accomplished in the arts right here at school was one they had in common."

Mr. Moss: "That's an action that works in a MAJORITY RULE group. Try to influence those whose positions are closest to yours to support you."

Chris: "Some of the Art Club members would never go along with Phil, but he could have worked harder on some of the others. It seemed like he didn't size up the opposition very well."

Mr. Moss: "Aha! Your words can introduce an important activity to adopt in a MAJORITY RULE decision-making group, Chris... Size up the opposition and try to make your position have a broad enough appeal to capture the support of just over half of the group. Don't worry about those members who directly oppose you, but try to mediate your position and win the support of those who aren't completely at odds with your ideas."

Juanita: "Phil has a personality problem...that's why he couldn't get a majority, Mr. Moss."

Mr. Moss: "Getting other people to agree with you has an awful lot to do with personality, Juanita, but the important point I hope I've made in this class is that personality isn't enough. When you're a member of a school group, you have to know what the decision rule is for your group. Then, you can figure out actions that work for the particular decision rule governing that group. You need a good personality, but if it's directed at the wrong people, it won't be enough for you to reach your goals in that group."

Vera: "I see what you mean, Mr. Moss. Are we ready to study some more groups now that we know what to look for?"

Mr. Moss: "We'll be doing some role play exercises soon so that you can figure out how to take effective action when you are acting in a group."

## Discussion Questions

1. Which activities are appropriate under each of the four decision rules?

2. What political situations do you know about in which you could practice these activities?

# DESIGNING A DECISION-MAKING STRATEGY

A decision-making strategy can be defined as a plan of action through which individuals try to reach their goals. As a plan of action, every strategy has stages or steps. People must figure out who they will talk with, what information they need and how they will act to promote their goal. Ambassadors and city council members often meet many times before they decide on a policy. Students take many courses before they graduate. They often make many phone calls before their weekend plans are set. A strategy is made up of steps such as these.

An example of a strategy is outlined in the case study on the next page. See if you can figure out the major steps included in a strategy from reading the case. Put numbers in the margin if you want, or list the steps in the space provided at the end of the case.

## MARSHA'S DEFEAT

"These Future Teachers club meetings are a bore," thought Marsha. "Why don't we ever do anything that is important? All we do is meet to figure out who will tutor Sue or Sam and who will substitute for Mr. Simpson or Mrs. Lee." As the meeting wore on, Marsha became more and more impatient. Finally, she saw Bob peering in the door and motioning for her to come so he could take her home. Freed at last by this excuse, Marsha quickly left the meeting.

Most of the way home, Marsha complained about the dreary meeting. Bob was used to her frustration. She was like this every Tuesday afternoon because Future Teachers met at that time. Bob used to be a member, but had dropped out this year because he, too, was bored. He was also getting tired of Marsha's mood. He began arguing with her, telling her that she should either quit or do something about the activities of the club. "What do you want them to do?," he asked.

Marsha paused to think a moment. "Well, Bob, I'd like to teach for more than one day at a time and really feel responsible for contributing something to a class. One reason I joined F.T.A. was because I thought that students could make a difference in what was taught and the way it was taught around this place. I'd like to assist a teacher who is there in class to make subjects more interesting for students. Hey, maybe we could use our free periods to teach or we could get credit for helping teach a course rather than taking it. Not a bad idea, right Bob?" "Yea," said Bob, "at least you're thinking about solutions rather than griping."

The idea stayed with Marsha throughout the next day. "Maybe," she thought, "just maybe we can make a difference. It wouldn't be hard to use free periods to help a teacher throughout the year." She began to talk with friends about her idea. During lunch she presented it to Sara. Sara thought she was crazy and that the teachers would think that students were going to take over the school. Before seventh period, she talked with Angelo and he thought she was out of her mind. School, he said, was a rotten enough place without having to take orders from students as well as teachers. Marsha wrung her hands. "They just don't understand what I mean!" she thought. "I'll show them."

A good part of that night Marsha thought about her idea. She took out a piece of paper and wrote it out. She listed reasons why she thought that student teaching during free periods was a good idea. She even staged arguments with herself over the objections she had heard all day. "I'll show them," she thought.

The next morning she was ready. She tried the idea out on her friends at lunch. They liked it better this time and offered to help her work it out. She tried it on Sara, Angelo, Kathy, Jim, and Bob. They agreed to meet with her after school to plan how to get her idea before the F.T.A. She even asked how Mr. Palmer in eighth period what he thought and he encouraged her to go on with her idea.

Feeling very successful, Marsha met after school with the people who had agreed to help her. The group agreed that student teaching was important, but they had several different opinions about how the idea should be carried out. Angelo wanted to use the student teachers as the representatives of the class to the teacher. Students who had gripes about their classes would ask the student teachers to talk with the teacher for them. Kate wanted student teachers to work on special projects with several teachers in order to develop new ideas for several different classes. Marsha, meanwhile, was supporting her position that students should assist teachers throughout the year and be attached to one class so that they could gain continuing experience in teaching.

After a long discussion, the group decided that Marsha's plan was the best. They decided that they needed more information about whether or not the plan would work before they presented it at the F.T.A. meeting. Kate was elected to ask the counselor about how scheduling could be done. She was also to ask the principal about credit for the activity and to find out how several teachers thought they could work with student teachers on an everyday basis.

On Monday afternoon, the group met again. Kate reported her information and said that everyone she had talked with was in favor of the plan. The group thought for awhile about how the plan could be carried out. They decided that F.T.A. would sponsor the proposal as a club activity and would canvass teachers to find out what their needs were and who would work with the student teachers. Students would then decide who they would work with, would talk with the teachers, and would schedule a free period during one of the teacher's classes. They would use the period to assist the teacher in that class. They decided that the plan could work and agreed to take major roles in helping to get it started.

The group then decided how to move. Marsha, Angelo and Kate would draw up the plan and Marsha would introduce it at the next F.T.A. meeting. Other members of the group agreed to come and vote in favor of the proposal and to contact at least one club member to get their support for the plan.

At the meeting on Tuesday, the president of the club began discussing substitutes that were needed for the next week. Marsha raised her hand and was given the floor to introduce her proposal. She spent about twenty minutes talking about her idea. She then sat down and the president said that the group should think about the plan, and went on asking for volunteers for substitutions for the next week. When the president finished the assignments, Marsha again brought up the issue. The president said that the meeting had run too long already and should be adjourned. Marsha tried to argue for a vote on the plan, but the president insisted on adjourning the meeting. No one in the group felt they could oppose the president, so the meeting was adjourned.

The F.T.A. met the next Tuesday, and the next, and the next. The president never let Marsha's plan come up again. Finally, the whole issue was dropped. Marsha continued to go to baring meetings, and kept asking Bob afterward, "What did I do wrong?" Bob didn't know, but he wished that Marsha, like the rest of the club, would forget the whole idea.

Steps in Marsha's strategy:

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

6. ______________________________

## DISCUSSION

What had Marsha done wrong? She certainly knew what a strategy was. She knew that a strategy is a plan of action through which individuals try to reach their goals. She had a goal and she tried to reach it. Perhaps if we walk again through Marsha's strategy, we can find out what happened that caused it to fail.

Marsha began on the right track, she thought hard about the problem that she was interested in. She even wrote it down and thought of arguments and counter-arguments. During this time, she was engaging in the first step of all problem-solving activity, she was developing a clear statement of the problem. "Making school a better place to live" is not a good example of a clearly stated problem. It is vague; many people would think that Marsha intended very different plans of action. It does not express a goal, like grades, or increased teaching for students. A good example of a clear problem statement is: "Increasing membership in this club," or "Giving students a chance to work out their own class schedules." In each case, there is a clear object -- increased membership, student-designed class schedules -- that someone is trying to achieve. Marsha did this, for she knew that what she wanted was for the F.T.A. to sponsor a meaningful student teaching experience that would promote the use of students as teacher aides on a continuous basis.

Next, Marsha met with a group of supporters of the idea to talk about plans and alternative suggestions. This discussion helped to make the issue more clear and to see what alternatives might be posed against Marsha's plan. The group developed arguments for and against different proposals and finally decided that Marsha's plan was best. In doing this, Marsha and the group took another step correctly, they determined important alternative ways of solving the problem. This is an important step in any strategy, for it makes people aware of counter-arguments to their position.

Next, the group asked relevant school faculty about the plan to get more information about whether it was workable. They asked the counselor about scheduling and some teachers about what kind of help they thought they needed. At this stage of their work, the group was engaging in another important step in any strategy, they were seeking information relevant to the policy alternative that they favored. Without this type of information, the feasibility of the proposal would always be subject to questions from the F.T.A. members.

The group then planned how they would move to introduce and gain support for their proposal. They decided that Marsha would introduce the decision. They also decided that each of them would each call one member of F.T.A. to get that person to vote for their idea. They were, in effect, executing another important part of any strategy, they were determining a sequence of moves they would make in order to gain support for their proposal. This kind of planning is important whenever a decision is made which must be a group decision. They were also delegating roles which is an important part of carrying out a plan. In this case, Marsha was taking a task leader role by introducing the decision and beginning to move the F.T.A. to act. Other members were taking advocate roles by agreeing to telephone other F.T.A. members.

Finally, they decided that they would have the F.T.A. sponsor the proposal and take it to a group of teachers to get their support. In doing this this they were performing another task which is important to planning a strategy; they were deciding a way of carrying out their proposal if the group voted for it. This is an important part of any strategy, for many decisions are made without ever being carried out because no plans were made to see the decision through.

If Marsha did all these things, what went wrong? Let's go through the list again. Marsha carried out each of the following steps of a strategy:

1) She developed a clear statement of the problem that she was interested in solving.

2) She discussed important alternative ways of solving the problem and decided on the one she favored most.

3) She gained information relevant to supporting the policy alternative that she favored.

4) She planned a sequence of moves that the group would make in order to gather support behind the alternative they favored.

5) She delegated roles to individuals so they could make these moves.

6) She found a way of carrying out the policy if a decision was made in her favor.

What did she leave out? Well, it's clear that her plan was ruined by the club president. She was cut off and the president controlled the vote. Why did this happen? It happened because Marsha failed to do one very important thing -- she forgot to look at the F.T.A. itself as a group and to explore what group characteristics were important to her plan. In this case, the F.T.A. was run by the president. She could do all she wanted to influence every club member to support her and she would still fail without the president's support.

In this case, she forgot to think about several things. She forgot to think about what decision rules the F.T.A. group operated under and who could influence whom on any issue. Whatever strategy she planned should have been based on sound knowledge of the group that was to make the decision. If she had figured out that the club was run by an elite rule, she would have known that the president would be a key person to talk with. She could have determined why the president opposed her plan and then she could have developed a different strategy. Marsha's mistake is a common one. You, too, should always remember to have a sound knowledge of the operation of any group in which you want a problem solved.

1) Make a clear statement of the problem that you are interested in solving.
2) Determine the important characteristics of the group in which the problem is to be raised.
3) Make a statement of important alternative ways of solving the problem and decide which one you favor most.
4) Determine the information that is relevant to supporting the policy alternative that you favor.
5) Determine a sequence of moves you will make in order to gather support behind the alternative you favor.
6) Make a list of roles that individuals will take in making these moves.
7) Determine a way of carrying out the policy if a decision is made in your favor.

## Background Information on the Tyler Steel Company

The Tyler Steel Company wanted to expand. The company produced auto parts and there was more demand than ever for parts. The company wanted to locate another plant in a small city outside of Maintown. Watertown was such a city. It was big enough to supply the industry with all of the housing and facilities that it needed, yet small enough to be out of the way from traditional commercial routes.

The Tyler Steel Company could not come to Watertown without the permission of the Watertown City Council. The Watertown City Council had been meeting for about two weeks and had been debating whether or not to allow the company to build on the outskirts of town. The council members were divided into several factions. There were some members who favored new jobs and new money which would come into the town. Others were in favor of the growth of the town and the ability to support more community services. However, still others felt that Watertown was a good size city now. They didn't want it to become any bigger and they didn't want the possible smog and pollution that an auto plant might bring into the city.

The city council would continue meeting until they came to a conclusion about the Tyler Steel Company issue. As time went on, people began to feel that it would be a long time before they made a decision.

Decision-Making
Role Profile: Pro

Role Profile: Mr./Ms. Williams

You are a member of the Watertown City Council. You think that the Tyler Steel Plant should be built in the city. You think that the plant will bring new jobs for people in the community and money into the community for community services. You are strongly in favor of building the steel plant. You realize that others are opposed and you want to use whatever tactics you can to get the council to come to a positive decision about building the steel plant.

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Decision-Making
Role Profile: Pro

Role Profile: Mr./Ms. Garcia

You are a member of the Watertown City Council. You are in favor of the Tyler Steel Company coming into Watertown. You think that the community needs to grow and new people will come to the community. You like this idea because it would bring new people and ideas into a city that otherwise could grow very stagnant. You especially like the idea of new money coming into the town so that more community services can be provided. The tax base of a new corporation would bring in necessary revenues to help parks, street repairs and other kinds of city services which you feel are important. You want to use whatever tactics you can to get the council to come to a positive decision about building the steel plant.

## Role Profile: Mr./Ms. Black

You are a member of the Watertown City Council. You are opposed to the Tyler Steel Company moving into Watertown. You think that new industry will bring a growing population and a growing amount of city problems. You are opposed to the city encompassing more people, having more crime, and more problems with safety in the streets. You also don't think that there is enough housing in the city to support major corporations coming into the town. You want to use whatever tactics you can to get the council to veto the steel plant.

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Decision-Making
Role Profile: Con

## Role Profile: Mr./Ms. Kim

You are a member of the Watertown City Council. You are opposed to the Tyler Steel Company coming into Watertown. You believe that the company will bring smog and pollution problems to a city that has been largely pollution-free. You are upset by the idea that the quality of life in Watertown might be lowered because of new industry and new pollution problems. You want to use whatever tactics you can to get the city council to veto the steel plant.

Decision-Making
Role Profile: Don't Know

## Role Profile: Mr./Ms. Johnson

You are a member of the Watertown City Council. You do not have a clear position on the issue of the moving of the Tyler Steel Company into Watertown. You think that the creation of new jobs is a good idea. Many people in Watertown are looking for work and they need the new jobs the industry will bring. You also think, however, that the city has grown about as much as it should grow. If it gets any bigger it will have many of the problems of the major cities that surround Watertown. You are also concerned about the possible pollution that will arise as a result of the steel company's move. You would like to see a well-reasoned decision made and you want to use whatever tactics you can to see such a decision.

* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

Decision-Making
Role Profile: Don't Know

## Role Profile: Mr./Ms. Eastman

You are a member of the Watertown City Council. You do not have a well-defined position on the issue of Tyler Steel Company coming into Watertown. You think that new community services that would be increased by the additional tax base is a good idea. There are many things that you would like to see done in Watertown that are impossible because of the financial base of the city. On the other hand, you do not want Watertown to become a very large city with a lot of large city problems. You like the city the way it is and want to improve the quality of life without substantial new growth in the number of people or the number of corporations in the town. You would like to see a well-reasoned decision made and you will want to use whatever tactics you can to see such a decision.

Decision-Making
Strategy Form

Think about how you might solve a problem in a group which is important to you. Outline your decision-making strategy using the questions below as guides:

1. What is the problem you are interested in solving?

2. What important characteristics of the group must you consider?

3. What are alternative ways of solving the problem? Which alternative do you prefer?

4. What information is useful for supporting the alternative you prefer?

5. What actions could you take to gather support behind the alternative you prefer?

6. What roles will individuals in your group take in order to gain support for your preferred alternative?

7. How could the decision be carried out if the alternative you want is approved?

## Part C: Participation Skills

## Activity 3: Conflict Management

## Teacher's Guide

Skills in conflict management are essential for students who want to participate effectively in group situations. This activity is designed to teach them some basic conflict management skills. Probably the most important perspective it will teach is that good conflict management depends upon thoroughly analyzing, understanding and acting in light of the position taken by the other side. If conflict resolution is their goal, then doing things that will facilitate co-operation from the opposite side in the conflict is extremely important.

There are two levels of activities in this section of the Skills Kit. The first level of activity asks students to identify and to role play certain conflict management skills. The second level activity requires them to design a strategy and apply their skills of conflict management. Students should engage in the Level One activity before they undertake the Level Two activity.

### Instructional Objectives

The Level One activities in this exercise should enable students to:

1. Identify some basic skills in conflict management. Achievement of this objective can be measured by student participation in class discussions following the reading of the exercise on conflict management skills.
2. Apply their skills of conflict management in role play situations in their classroom. Achievement of this objective can be measured by the debriefing session after the role play exercises which are conducted in class.

The instructional objectives for the Level Two activities on conflict management can be listed as follows. Students should be able to:

1. Identify basic steps in forming a strategy for conflict management in political groups. Achievement of this objective can be measured by students' responses on the strategy forms for this activity.

## Instructional Procedures

The instructional procedures in this activity are outlined below. The Level One instructional procedures include steps one through six. The Level Two instructional procedures include steps seven through ten. Choose which level of activity you would like for students to engage in and then move to the appropriate steps in the instructional strategy.

The steps for the instructional strategy can be outlined as follows:

1. Students should read the exercise on conflict management contained on pages 309 through 318 of this guide. They will find separate exercises for each individual student in the packets attached to the Skills Kit.
2. When students have finished the conflict management exercise, you should discuss it with them. You should outline the basic steps in conflict management according to the following discussion questions:
    (1) What was the problem and who were the actors in this case?
    (2) What is the decision that you want others to make in this case?
    (3) What is a "yesable" proposition that could be presented in this case?
    (4) What are the costs and benefits for actors in this case?

(5) What different decisions could you present to the group in this case?

(6) List the steps of good conflict management and how they might be applied to this case and one other case which you can think of in your school, work setting or community.

Responses to these questions are contained in the student material on pages 314 through 318 of this kit.

3. Prepare students for the role play exercise on conflict management. Round One includes the material on Local 467 which is found on pages 319 through 320 of this Skills Kit. You should divide students into groups of three to four students. If there are only three students, one should take a conflict management role. If there are four students, two can take a conflict management role and two can take group member roles. A background information sheet and role profile should be given to each student. Students should attempt to resolve the problem which the group confronts and then to discuss the role behavior of the person or persons playing the conflict management role.

4. When students have played Round One, which should last about 10 minutes, and they have discussed the conflict management behavior in their groups, which should last about another 5 minutes, they should begin Round Two of the game. Give them the material necessary to work with the "Sidewalks in Terrytown" issue for this round. Have them act out their roles and discuss the role behavior of the conflict manager(s). This round should take approximately 15 minutes.

5. Initiate Round Three after students have finished Round Two. This round concerns "Censorship at Clarksville High School". Have students play roles and discuss the role of the conflict manager. This round should take approximately 15 minutes. At the conclusion of the three rounds, each student should have taken a conflict management role once.

6. Debrief the students on their role play using the following questions as guides:

    (1) How did you determine the decision that you wanted others to make in each round of the game?

    (2) How did you develop a "yesable" proposition in each of these rounds?

    (3) How did you calculate the costs and benefits for actors in the conflict situation?

    (4) Which of your tactics as a conflict manager was most successful? Why do you think it was successful?

    (5) Which of your tactics as a conflict manager did not seem to be successful? Why do you think it was not successful?

    (6) What general recommendations do you have for successful conflict management in these kinds of situations?

7. If you choose a Level Two activity, ask students to review the section of the exercise on conflict management. Discuss with them the central steps in managing any conflict.

8. Pass out strategy forms and background information sheets to students. Combine any number of the three background sheets from Rounds One, Two or Three of the Level One activity along with a strategy form for each student.

9. Divide the students into groups of five to eight people and ask them to formulate a strategy in response to one of the background information sheets.

10. Debrief students on their formulation of strategies using the following questions as guides:

    (1) What strategy did you formulate for solving the conflict in each of the three situations?

    (2) Which strategies do you think would be most successful? Why do you think they would be successful?

    (3) Which strategies do you think would be least successful? Why do you think they would be least successful?

    (4) How do you think you might apply the strategies you have formulated to some school group with which you are familiar? Do you think you would change the strategies in any way?

## Part C: Participation Skills

## Activity 3: Conflict Management

### Student Materials

Most people don't like to be in a conflict situation. Their reaction to the word "conflict", is a negative one. Conflicts are not all negative situations. Through some kinds of conflicts, issues are clarified and individual or group interests are served. Without some kind of contradiction in patterns of resources or activities, often there would not be such issue clarification and serving of people's interests. We would all tend to be content with the status quo.

Conflict situations are, however, very delicate ones. They require some kind of management in order to turn out in a positive way. This is why conflict management skills are so important. We can define conflict management as activities through which attempts are made to alter decision situations. When there is a conflict, people generally want to see some resolution of that conflict. In order to do it they have to change or alter the situation. How you can participate in conflicts and effectively alter decision situations so that a resolution can be made is the focus of this activity.

There are two general ways that conflicts can be managed. One is to alter the environment in which the conflict is taking place. If there is an inequality of resources, a conflict can be managed by making sure that the groups which want equality can get it. Once they achieve equality, the situation can be ironed out from there. However, it is difficult to change general patterns of political resources or behavior. That is why we are often unable to manipulate the environment in which a conflict has occurred.

A second way to alter a conflict situation is to work in a group that is making a decision. The attempt to alter the decision situation itself is often more manageable by people who desire to change a conflict into a new political situation. In this particular activity, we will focus on altering decision situations as a means of managing conflict.

Read the following case and attempt to figure out how you might change the decision situation in order to manage the conflict at Greentree High School.

## Boycott at Greentree High School

Students had not been to class at Greentree High School for three days. They were angry. The band director had been fired. They felt that they had a good band and that the students were winning many state contests. Mr. Rosenbloom, the band director, had taught the students many things and they felt that he should continue. It was not the Board of Education's responsibility to fire a good band director. The students thought the people who said that he should have been fired were in the wrong.

The controversy had been going on for a long time, not just the three days that the students had chosen to boycott at Greentree High School. Mr. Rosenbloom had been a respected teacher. He had come into the school to create a good band, and he had done that. However, in doing so he had often pulled students out of classes. Teachers were frustrated because many students were not doing well in their classes. Mr. Morgan, the English teacher, felt strongly that it was wrong to put band above something as necessary as English. Many of the teachers agreed with him. The coaches didn't pull students out of classes. Why should the band director?

The principal of Greentree High School was tired of it all. Mr. McNeal had been getting phone calls from parents for months. Why, parents had asked him, were their students failing English, or Math or Social Studies? Was the band that important? Why did students have to choose between good grades and being members of the band? Teachers had also talked to the principal about Mr. Rosenbloom, and Mr. McNeal was very frustrated. Finally, when he began to get calls from members of the Board of Education, he decided to call a meeting of his administrative committee.

When Mr. McNeal called the meeting, the question was whether or not to fire Mr. Rosenbloom. Mr. Morgan was on the committee. Two other teachers, the department chairman in social studies and the department chairman in math were also on the committee. The head of the Music Department sat in as a ex officio member. The meeting lasted four hours. They talked out the issue and decided that indeed, Mr. Rosenbloom should be fired if he would not keep students in classes and have regular practice for the band during regular music periods. Mr. Rosenbloom refused. He left the school, determined that he had done the right thing.

The students heard about the issue and were angry. They felt there was no reason to fire Mr. Rosenbloom. Those students that were not doing well in classes were few, and students claimed they would not have done better in school even if they had attended the classes. They felt that the teachers were being unreasonable and were angry at Mr. Rosenbloom for having a good band, not for taking students out of classes. They circulated a petition signed by over three-quarters of the students in the school and they decided to boycott. They had been out of school for three days.

The principal decided to hold a meeting of students, teachers and parents about the issue. The meeting was a firey one. The question was what to do to get the students back to school. Above all, the principal did not want students to miss classes because of this issue. The teachers also wanted the students back in school. They said that if a new band director were hired, slowly but surely the students would come back. The parents wanted their students to get an education, and were angry that some students were supporting the boycott out of sympathy with students in the band, even though they were not directly affected by the issue. The committee meeting broke up without any resolution of the issue at all, and people promised to come back the next evening to talk it out some more.

Meanwhile, students were organizing. One of the leaders, Sandy Hoffman, was trying to figure out some means to resolve the conflict. Sandy wanted the band director rehired. Many students were supporting the boycott. But the main thing they were interested in was resolving the issue over the appropriate role of a band in the school. They were willing to stay out of school until this issue had been resolved. Other students were angry at not being consulted about the firing of the band director. They felt students in the band should have some say about who their band director should be. This general principal was motivating many students to continue to boycott the school.

If you were in Sandy Hoffman's position and wanted to figure out a way to resolve this conflict, how would you do it?

## Discussion of the Boycott

There are five major steps involved in conflict management in any decision situation. The five steps can be summarized as follows:

1. Identify the actors who are making a decision in the conflict situation.
2. Determine the decision you want others to make.
3. Present others with a "yesable" proposition.
4. Determine the costs and benefits of coming to a decision for actors in the conflict.
5. Propose a different decision if people are deadlocked on your first proposal.
6. Continue proposing decisions, determining "yesable" propositions, and calculating costs and benefits until a decision is made.

One of the first and most important things in managing any conflict is to know who the actors are. As with any situation, it may seem as there are hundreds or thousands of actors. Actually, there are probably only a few who enter into any key decision-making about the conflict. In the case of Greentree High School, the principal and the teachers of the administrative council are clearly principal actors in the conflict. Even though the school meeting includes a wide range of people, it is the administrative committee that will make a decision on this issue. Therefore, the principal actors become the school principal, a few teachers and department heads, and some key students.

Identifying the actors is helpful because it helps to sort out who it is you wish to act with in managing a conflict. The major actors in this situation are always those that you must deal with in trying to manage any conflict. Once you have them identified you can begin to think about what you can do in a conflict situation.

Therefore, one solution to Sandy Hoffman's problem would have been to begin to determine who the actors were in the conflict at Greentree High.

People usually approach a conflict thinking about what they want. Sandy Hoffman, for example, wants the band director to be rehired. This is one way to look at a conflict situation. However, it is equally important to look at the situation from another angle: What decision is it that you want others to make? The question is primarily one of what the conflict is really about. In Sandy's case, is it really about the band director or is it really about student participation in decisions in the school? You need to determine what you want people to make a decision about before you can manage a conflict situation. In order to do this you must understand how others perceive the conflict. Clearly, the principal wants to get students back into school. Clearly, the students want to participate in decisions. Perhaps there is too much conflict over whether the band director should be hired or fired, and the real decision ought to be made over whether or not students should participate in the decisions about the hiring and firing of teachers.

In this case, Sandy Hoffman would need to figure out what decision he wanted to bring before the administrative committee or the principal. What is the key decision here? Once that is determined then you can begin to effectively manage a conflict.

The third important step in managing conflict is to determine how to present a "yesable" proposition to people in the conflict.* Most people think that they need to confront people and to convince them directly of their point of view. Actually, this is often impossible because, in a conflict situation, people's views are so opposed that they cannot be convinced. What you need to determine is that, given the decision that you want others to make, what is a proposal that they can say either "yes" or "no" to. Otherwise, conflict situations tend to get bogged down in extraneous questions. Before you go into any kind of decision situation with a proposal, you should be able to say "yes" or "no" to the proposal and have other say "yes" or "no" to it. This tends to clearify a conflict situation and to help people to a resolution about the decision that you want to have made.

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*The term "yesable" proposition, as well as some of the other criteria for effective conflict management comes from a book by Roger Fisher, International Conflict for Beginners, New York: Harper & Row, 1969.

In Sandy Hoffman's case at Greentree High School, a "yesable" proposition might be one which calls for student representation in meetings in which faculty hiring and firing is discussed. If this proposal is presented in a direct and clear way, then the administrative committee ought to be able to decide whether or not this part of the decision can be voted on.

In presenting a proposition to a group you also need to consider the cost and benefits of various kinds of decisions. You can probably easily calculate your own costs and benefits. The important costs and benefits are those of the people who are involved in the conflict. What are you asking the other side to give up? What benefits the other side? It is important to outline directly both the negative and the positive consequences of making any decision.

For Sandy Hoffman presenting a decision about student participation, the costs to the administrative committee are clear. Students might disagree with them and cause more extended administrative committee meetings. Members of the committee might be forced to confront positions that they would not like. The costs would therefore be time and consideration of different points of view. The benefits of this position for the other side might be that they could avoid future boycotts. No one wants students to be out of school. With student representation on such a committee, the likelihood that students would boycott would be curbed. In presenting the proposal to have students participate in the committee, it would be important for Sandy to stress the benefits and costs of such a proposal.

Sometimes presenting a decision and the costs and benefits results in people saying no the the "yesable" proposition. If this happens, one way to continue to manage the conflict is to present the committee with still a different decision. Remember that you are interested in resolving the conflict and not necessarily in winning your own point of view. Therefore, once a group has turned down your first proposal, you then try to change the decision to a different format so that some resolution can be made. Changing the decision in this case might involve the question of the band director. Sandy Hoffman could move from the student participation issue which he clearly could not resolve to the issue of whether the band director should or should not be fired. In this case, Sandy would present the decision in the form of a "yesable" proposition and outline the costs and benefits once again.

This process of presenting a decision with a "yesable" proposition and calculating costs and benefits can be repeated several times before the conflict is resolved. This process is a basic one, but doesn't take into account the amount of emotional feeling that may go into a conflict situation. Certainly you should be aware that people are opposed for a good reason and that both sides have a point or there wouldn't be a conflict situation. Working with this process involves a means of clarifying a conflict, making it more straightforward and allowing people to come to some point where they can at least decide on some things, "rule in" some proposals and "rule out" others.

Think of the situation at Greentree High School again. In the following space, outline a conflict management strategy that Sandy Hoffman might have followed.

Bring the strategy to class for discussion. You will be playing roles in groups and trying to manage a variety of conflict situations.

Conflict Management
Background Information
Round One

## Conflict at the United Mine Workers Local 467

There had rarely been a conflict at Local 467. Most people agreed on all decisions. For a long time, the union had been dominated by two or three of its members. These people made all of the decisions, and generally the group went along with them. They knew the most about the union contract and what was going on, and the miners tended to follow their leadership.

The policy on job posting, however, was an important one to miners. They felt it was being mishandled by their leadership. The leaders had approved the policy of management on job posting which was one of taking any new people who wanted to be in the mines, giving them training for a job, and putting them in the mine. The miners thought this was wrong. They wanted trainees to begin at the bottom level and to learn their training on the job in the mine. When a new job was open that required some experience, they wanted people to fill the job who had already been working in the mines. The miners thought their safety depended on it. Otherwise, new people without any experience coming into the mines in responsible positions might cause major problems and endanger the safety of other miners.

The union officials were angry because they had been making most decisions and those decisions had always been supported. The officials felt that there were not enough people for the jobs open in the mines who had any kind of mining experience. They understood that management wanted to fill the positions. It would be worse not to have someone fill a position than it would to have people without experience on the job. Besides, they were assured that the training the new people would have would be of high quality.

The union members disagreed, they didn't think any training program could train someone to go into the mines. They opposed their leaders and they felt that they had to stand up to one more management policy which was not in their favor. Many of the union members considered it to be a sign of weakness to allow management to have its way in this particular situation.

The miners were meeting. They wanted to get the issue settled. They would have to have this issue settled over the next few days or there would surely be a strike.

Conflict Management
Group Member Profile
Round One

## Role Profile: Mr./Mrs. Hutson

You have been a member of Local 467 for a long time. You feel that the policy on job posting is bad for miners. You think that people should have training in the mines before they are allowed to take positions of responsibility. You do not think that newcomers should come into these positions just because management happens to want to recruit more people. You want to go out on strike unless management changes its policy.

In the group of three you will be working in, try to advocate your position as strongly as you are able.

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Conflict Management
Group Member Profile
Round One

## Role Profile: Mr./Mrs. Powell

You have been in the mines a short time. You believe that more people are needed in order to make the mining operation efficient. You think that management's policy of hiring new people into responsible positions is a good idea. You were hired in that way and you have done a good job. You don't think that mining experience is that important. However, you are a good union member and you want to go along with the union. You only wish that you could somehow convince the union members that experience isn't that necessary.

In the group of three you will be working in, try to advocate your position as strongly as possible. You want the miners to decide not to strike and not to oppose management's training program. There are other things that are more important.

Conflict Management
Background Information
Round Two

## Conflict Over Sidewalks in Terrytown

Terrytown is a growing city. The community members are generally very proud at the way it is developing. New schools, industries and housing are being built on a weekly basis. However, the parents in the town are very upset because, in the midst of all this construction, sidewalks are not being built and many roads are not being repaired. Some parents have registered a formal protest with the city council because sidewalks have not been built on major corridors to the new elementary schools. Elementary school children are walking to school on the roads, and parents feel this is dangerous. They didn't want the council to wait until some child was hit by a car before the policy was remedied.

Other people in the city are concerned, too. They feel that the community is growing haphazardly and that the council is not being responsive to interest groups who want to preserve the quality of life as well as to promote growth of industries and population. There are groups who want parks preserved. There are other groups who want to be sure that multiple-dwelling housing units are built in appropriate places instead of in the middle of residential neighborhoods. They want to be sure that industries will locate where there could be housing to service people who will work in the plants. All of these interests groups are frustrated because the council does not seem to listen to these groups.

A group of concerned parents from the Parent Teacher Association have brought the issue of the sidewalks before the City Council. The City Council has begun to debate the issue. Three members of the City Council are also members of the Parent Teacher Association and they feel that the sidewalks should be built from city money. Other members of the council feel there are higher priorities such as encouraging bus service and car pools for children to go to school. They also feel that it is as important to do planning of city growth as it is to be concerned about sidewalks at City Council meetings.

The town is getting very angry about this issue. The Mayor has decided to call a special meeting of the City Council to consider the issue of sidewalks. In preparation for this meeting many different groups are developing position papers. No one knows how the situation will finally work out.

Conflict Management
Group Member Profile
Round Two

Role Profile: Mr./Mrs. Sherman

You have been a member of the City Council for a long time. You feel that it is important for sidewalks to be built in the community. You have children in elementary school and you are a member of the Parent Teacher Association. You feel that the City Council should do something about the sidewalks.

In the group of three that you will be working in, try to advocate your position as best you can. It is your top priority for the City Council to construct sidewalks on the routes to elementary schools.

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Conflict Management
Group Member Profile
Round Two

Role Profile: Mr./Mrs. Rockwell

You have been a resident of Terrytown for a long time. You have been on the City Council for four years. You feel that much of the industrial and residential development is haphazard instead of well-planned. You think that sidewalks for schools are a minor problem compared to the overall problem of providing guidance and planning for the growth of the city. You want the sidewalk issue to be cleared up as soon as possible. The city council needs to devote time and energy to planning the growth of Terrytown as a community.

In the group of three you will be working in, try to advocate your position as clearly and as carefully as you can. You do not want the council to spend money on sidewalk improvement.

Conflict Management
Background Information
Round Three

## Censorship at Clarksville High School

The Clarksville High Sentinal was a good newspaper. The seniors who were editors had always been at the top of their journalism class. In fact, the sponsor, Mrs. Herston, had always felt that working on the paper was an integral part of journalism class.

The new editor was extremely good, but he wanted to do some things with the newspaper that were different. He wanted to run controversial editorials and to talk about problems that faced students in the school. He not only wanted to report on sports events and football games, but on drug problems and social problems as well.

The editorial staff had debated the shape of the newspaper for a long time. They were deadlocked over what to do. Mrs. Herston wanted no part of such a controversial newspaper. She said the newspaper was designed to represent the school. What represented the school best were activities students were engaged in, not social and political problems.

Some members of the editorial staff agreed with Mrs. Herston, others disagreed. They felt that Mrs. Herston was exercising too much authority and she should not make the editor feel that his job was in danger. It was his job to determine what the content of the newspaper would be and not the sponsor's role to decide.

Students in the school began to get in on the issue. They felt that sponsors of the newspaper should not have the authority to censor the news from the school. Other students felt that the kind of news that a newspaper contained was important. What the editor was proposing would neither be good news nor would it represent the school. The editor himself felt caught between students who supported him and a feeling that censorship really wasn't the issue. It was an issue of authority and who should make editorial decisions.

The next meeting of the editorial staff would probably be a very long one. They would debate the issue and hopefully come to some conclusion about the conflict over censorship.

Conflict Management
Group Member Role Profile
Round Three

Role Profile: Mr./Miss Pendleton

You have been a member of the editorial staff for two years. You feel that the newspaper is a good one and represents students in the school. You think the editor is wrong in wanting to put controversial social and political issues in the newspaper. You feel that these issues are well-known to students. What isn't well-known is what people are doing in school activities. You think that the sponsor has the right to determine what the newspaper will be. After all, working on the newspaper is part of journalism class and not an independent activity.

In the group of three you will be working in, advocate your position as stronly as possible. You do not want new controversial issues to be discussed in the newspaper.

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Conflict Management
Group Member Role Profile
Round Three

Role Profile: Mr./Ms. Thompson

You are new on the editorial staff. You think that controversial issues should be discussed in the school. You also think that Mrs. Herston is exercising too much authority. You feel that there should be no censorship of news in the newspaper and you think Mrs. Herston is trying to censor what is written. You think the editor should oppose Mrs. Herston and you have begun to circulate petitions to get student support for your position.

In the group of three you will be working in, advocate your position as strongly as possible. You want the editor to be free to determine the kind of news that will go into the Sentinal.

Conflict Management
Conflict Manager Role

It is your role in the group of three you will be working in to try to manage the conflict situation that has been created. Try to find out what the actors' feelings are in this situation and resolve the conflict according to the basic principles of conflict management you have learned. Use the following questions to help guide your behavior and be sure to talk with other members of your group when you have finished the role play about each of these questions.

1. What is the problem in this situation and who are the major actors?

2. What is the decision you would like people in this group to make?

3. What is "yesable" proposition that you can present to the group?

4. What are the costs and benefits for members of the group in resolving this situation according to your "yesable" proposition?

5. What different decision might you propose to the group if your first decision fails?

6. What kinds of moves did you make after your initial presentation of your proposition and their vote about the issue?

7. How do you think you might improve your role behavior in the future?

Conflict Management
Strategy Form

You will be developing a strategy for managing conflict in the situation for which you have a background information sheet. Discuss each of the questions below with the group and determine how you might go about resolving the conflicts presented in the background information sheet.

1. What is the problem in this case and who are the major actors?

2. What information do you need about this issue and how might you get it?

3. What are the decision alternatives in this situation?

4. What is your preference for resolution of this decision?

5. How might you make moves to manage the conflict that is presented in this situation?

    1.

    2.

    3.

    4.

    5.

6. What would you do if you fail in your first try to manage the conflict?

7. Who will do the different tasks required in managing this conflict?

8. How will you carry out the decision of this group once it is made?

### Part C: Participation Skills
### Activity 4: Task Implementation
### Teacher's Guide

Task implementation is an important activity for students to learn. They need not only know how to make decisions but how to carry out those decisions once they are made. It is the carrying out of those decisions that task implementation is about. Normally, students are familiar with helping others out in doing a task. Often they do not realize the work it takes to organize a group and to get a task done. It is the general purpose of this activity to give students experience in carrying out tasks and putting together groups that are necessary in order to do those tasks.

There are two levels of activities in this section of the Skills Kit. The first level of activity involves students learning about the steps in task implementation and carrying out these steps in simulated classroom exercises. The second level activity involves planning a strategy for working out a task which will actually take place in a school, community or work setting. Students will plan a task which they will then carry out in a setting of their choice.

## Instructional Objectives

The instructional objectives for this activity fall into two categories. The Level One objectives can be stated as follows:

1. Students will be able to identify major steps in task implementation. Achievement of this objective can be determined by student responses to discussion questions about the traffic light case in Westville.

2. Students will be able to apply their knowledge of task implementation to simulated in-class exercises. Achievement of this objective can be measured by student responses to discussion questions after the role play exercise in class.

The Level Two objectives for the unit can be stated as follows:

1. Students will be able to develop a strategy for carrying out a task in their school, community or work setting. Mastery of this objective can be determined by review of student strategy forms developed during the activity.
2. Students will be able to apply their skills of implementing tasks in school, community and work settings. Mastery of this objective will be determined by debriefing after students have carried out a strategy for task implementation in an ongoing group in their school, community or work setting.

## Instructional Procedures

The instructional procedures for this activity are listed below. The Level One activities are outlined in steps 1-4. The Level Two procedures are located in steps 5-7. Follow these steps carefully in carrying out the activity.

1. Have students read the exercise on task implementation found in pages 331 through 336 in this Skills Kit. Each student will receive an individual exercise in the packets attached to the kit.

2. Discuss with students their reading in the task implementation exercise. Use the following questions as guides for discussion.

    (1) What task implementation strategies did you develop for the case you just read?

(2) What are the major steps in task implementation?

(3) How do you think you could carry out a task in a group that you know of?

3. Divide students into groups of five to eight students. Pass out one of the background information sheets found on pages 337 through 339 in this Skills Kit. Have students develop a strategy for task implementation for the school, community or work setting which is described in the background information. It doesn't make any difference which group gets which background information sheet as long as each of the three sheets is used for some group in the class. This activity should take approximately 15-20 minutes.

4. Debrief students on their activity by asking the following questions:

   (1) What strategy did you develop for solving the problem in your group?

   (2) What do you think of the strengths and weaknesses of the strategies presented?

   (3) How do you think you could carry out any of these strategies in group settings in school, community or work settings with which you are familiar?

5. If you choose to do a Level Two activity, pass out a strategy form to the students, and ask them to identify a task they want to carry out in their school, community, or work setting. Have students group themselves into groups of five to eight in order to develop a strategy and carry out the activity.

6. Have students carry out the activity they have planned in school, community, and work settings.

7. When all students have completed their tasks, find some time to debrief the activity using the following questions:

   (1) Were you successful at implementing the task?

   (2) What do you think you learned from the experience? What were your most successful parts of task implementation?

   (3) What were the major problems you had in task implementation?

   (4) How might you improve the task implementation activities in future situations?

## Part C: Participation Skills

## Activity 4: Task Implementation

### Student Materials

In some of the activities in the Political Issues course, you will learn how to make decisions. This is a very important part of any group activity. An equally important part, however, is how to carry out a task once a decision is made. This is called task implementation. Carrying out a task requires being able to organize a group and planning activities so that a group can meet a goal that it sets for itself. Some tasks are easier to implement than others. In this activity, you will learn some basic criteria for organizing groups for task implementation and carry out some activities in your school, work setting or community.

Read the following case and think about how you would carry out the task which is featured here. After you have read the case, respond to some questions at the end of the case which ask you to organize task implementation activities for this particular case.

### Traffic Lights in Hightown

Hightown was a suburban community located in the heart of the midwest. Hightown had never had a traffic problem because it was off the track from most people who would enter and leave the city. However, an expressway was built which came through the city limits and traffic on and off the expressway caused clogged streets. Many community residents were unhappy.

The problem was particularly great in front of Hightown High School. The high school was within walking distance for many students and the crossroads to the high school often were clogged with students passing from the residential area of the community to the high school. There was no traffic light in front of the high school. This bothered many people who drove automobiles as well as the students who had to cross the road. They were sure that there would be an accident someday.

The City Council was considering putting traffic lights in the town and had not thought about the area around the school. Some of the students were concerned that the City Council make this one of their high priorities. They were talking about the problem and trying to figure out a way that they could get the community council to consider putting a traffic light in front of the school across one of the major traffic ways. They were aware that there were limited funds and wanted to make their case well.

How might you organize a group in order to carry out the task of helping to get a traffic light in front of the high school?

Discussion Questions

1. What are the steps that you can think of in carrying out a plan to convince the city council to put in a new traffic light?

2. What resources might you need in order to influence the city council?

3. What do you think are the chances of getting this done? What will make a difference in the success or failure of the groups you have organized?

## Discussion

There are generally five major steps in task implementation in any group. If a person recognizes a need and wants to organize a group, one of the first things that he or she should do is to think about a series of steps that might be done in order to carry out the task. These steps should be arranged in a well-defined order so that you can see a sequence of activity which will get the task done. In the case of the traffic light at Hightown High School, one of the students might have constructed the following sequence of steps.

1. Notify two or three other students of the problem and agree to meet and think about how to make the community council aware of the need of a traffic light.
2. Talk with the principal, teachers and other students about aid they might give in bringing the matter to the attention of the community council. For example, the principal might write a letter, or teachers might agree to speak at the council meeting about a need for a traffic light.
3. Make sure that someone will be at the community council meetings to speak for the need for a traffic light. Make sure this person has all the materials they need in order to make a convincing case.
4. Monitor the decision of the community council so that the decision can be known and further action can be taken, if necessary.

These are a series of steps someone might have planned in carrying out the task of making the community council aware of the traffic light problem. A person who wants to implement a decision (in this case the decision to speak up about the traffic light) needs to be able to think out a plan before anything else is done.

After a plan is developed, the planner should think about the time that it will take in order to carry out the steps. For example, if the deadline is the next community council meeting, then the planners must be sure that they can carry out their steps within that time limit. Timing is very crucial here and a good idea is to think about time in terms of each step in the implementation process.

After a plan is developed, carrying out a task depends on people and the skills and resources they bring to the task. It is important to think about who will carry out various steps of the task and what special skills they can offer for getting a goal achieved. In the Hightown High School case, certainly the principal and teachers need to be brought into the plan in order to give the assurance that the entire school is behind this particular issue. Also, the principal's status may be helpful in communicating with the community council members. If taking a poll or getting a petition signed is part of the plan, one might recruit students to help carry out the plan who could perform this particular task more easily than teachers, administrators, or people in the community.

A third step in the task implementation process involves making sure that the plan is flexible. People who are implementing a task should always think about the fact that chance occurances may enter into their plans and cause them to take longer or to make it impossible to carry out certain steps. This is why in determining a plan for carrying out a task one needs to develop alternate strategies for getting things done. For example, in the traffic light problem, if it had been impossible to get the principal's support, an alternate plan might be to go to key community members in the Board of Education to get this support. These alternates should be planned in the very beginning of task implementation so that if one step fails to be successful, others are planned and the task can still be completed.

Related to the idea of flexibility is the fourth step, and that is determining back-up in terms of people and skills that are necessary to get things done. It may take longer or more people to achieve a task than originally conceived. There is a principle that once people begin to work on something, the task itself gets larger and more people are needed. Think about back-up in the kinds of resources that are necessary, if some people fail to do their part or if the task itself takes longer or seems more complex is an important part of task implementation.

The final step in task implementation involves communication. In any group activity in which several people are doing different things, there is a necessity for communication. It is certainly important that there is communication initially, so that people understand the task as a whole and their particular role in it. It is also important at periodic points along the line to check the progress of accomplishment of the task and to be sure that people have what they need in order to do things well. In addition, periodic checks which allow people to communicate about progress and differences in the strategy are important to any task implementation.

In summary, there are five major steps in task implementation and they can be listed as follows:

1. Think about the steps that will be necessary to carry out the activity. Also think about how much time it will take to carry out each of these steps.
2. Identify people and skills necessary to carry out the task.
3. Create flexible alternatives for each step in implementing the task.
4. Determine back-up, in terms of people and skills, that might be necessary to carry out the task it gets to be more complex or time-consuming than you originally planned.

5. Provide for checks and communication between people working on the task.

Task Implementation
Background Information

## Starting a Newspaper at Crossland High School

You have worked with five other students trying to get a school newspaper started. You finally have permission from the principal to begin the newspaper. You want a newspaper that will be representative of the school and will cover a wide variety of activities that are taking place there. You have no staff, no sponsor, no facilities to begin the newspaper. You want your first issue to come out in the next month. How would you put together a group in order to get this task done?

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Task Implementation
Background Information

## Senior Prom Activities at Westland High School

You have received permission to hold the Senior Prom in the gym at Westland High School. Now you have to organize activities and put together a successful prom. The senior prom is only six months away. How can you plan activities which will get the job done so that you will have a successful senior prom?

Task Implementation
Background Information

## Hiring New People at the Westinghouse Factory

You have worked with a group that was in charge of hiring new people at Westinghouse Factory. You haven't been able to hire anyone for six months. You have just been given permission to hire three new people for new positions at the factory. They will all be managers who will supervise other people. The decision about a manager requires getting along with people on the line as well as management. How would you go about organizing people to effectively hire new people into the factory?

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Task Implementation
Background Information

## A Newsletter at the Office

You have just received permission from the boss to do a weekly newsletter that will be circulated to staff in your office. You cannot do the newsletter alone. You want it to be comprehensive and to be enjoyable for people to read. People have been complaining about lack of communication for a long time. How would you organize and put together this newsletter so that it would be most effective for people in the office?

Task Implementation
Background Information

### The Science Fair at Memorial Gym

You have just received permission to hold a community science fair in the gym of the high school. You want everyone in the community to enter. A lot of people have inventions and scientific interests which should be represented in this fair. How would you go about organizing the community in order to hold a successful fair that was representative of everyone's interests?

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Task Implementation
Background Information

### New Housing at Southville

You have just received permission to zone 500 acres of land for housing projects in Southville. You need to consider the kind of quality buildings that will be built and the kind of people who will be living in the community. You need to organize a group that will allow you to provide housing as it is necessary for the community as a whole. How would you go about getting this task done?

Task Implementation
Strategy Form

## Strategy Form

You need to determine what kind of task your group could carry out in your school. Consider what you would like to do and how you would do it, using the questions below as a basis for planning your strategy.

1. What problem are you interested in solving?

2. Think about the steps necessary to carry out your task. List them below.

3. Determine the people and skills necessary to carry out the task. List them below.

4. What are alternatives to each of these steps in carrying out the task?

5. Who are the back-up people you might need in order to carry out the task?

6. What are the checks on communication points you will need in order to carry out the task effectively?

## Section III: Part D: Participation Skills

## Application Activities in School or Community Settings

Part D of Section III is designed to be used in coordination with the activities in Part C. Therefore, when students learn a skill such as bargaining and practice it in in-class situations, this part of the Skills Kit will extend their skills into uses of bargaining in other situations outside of their classroom. They will be encouraged to extend their knowledge and apply their skills in a wide variety of settings in their school, in work settings, and in their community.

There are two levels of activity in this part. In the first level of activity, students are asked to model the skills they have learned. If students have learned decision-making or conflict management skills in the classroom, they will be asked to design a way to practice these skills in school or community groups of their choice and will be asked to observe and model as best they can the criteria they have learned for effective participation in groups. Throughout the Level One activities, students will work on these activities with other students who will act as observers and give them suggestions for how they might better carry out their role. Level One activities in this part are designed to be applications for Level One activities in Part C. Therefore, students should do Level One activities only after they have completed some Level One activity in Part C.

The Level Two activities for this part are related to adaptation of student's behavior to a wide variety of group settings. Students will develop strategies for participating in specific group settings which are different from other settings in which they have worked.

Level Two activities are designed to be applications for Level Two activities and Part C of this Skills Kit. Therefore, students who do Level Two activities in this exercise should have first accomplished Level Two activities in Part C.

## Instructional Objectives

The general goal of this section of the Skills Kit is for students to apply their participation skills. If students undertake Level One activities, the instructional objective is for them to apply the criteria for carrying out the skill that they have learned. If students engage in Level Two activities, the instructional objective is to carry out a strategy and apply it to a variety of group settings so that they will have practice in adapting the skill they have learned to various group situations.

For both levels of activity, measurement of student achievement of the objective can be determined by observers who evaluate the students' behavior. It can also be determined by debriefing sessions which are held by the class after their out-of-class activities have been carried out. Generally, it is not as important to test students on this particular type of behavior as it is to motivate them to continue applying what they have learned and to learn from mistakes they make in actual group settings.

## Instructional Procedures

The following instructional procedures provide directions for the choice of application activities on a step-by-step basis. You should follow the instructional procedures carefully. They can be listed below:

1. Determine which activity you would like for students to carry out in their school, work setting or community. They can carry out either bargaining, decision-making, conflict management or task implementation activities. Depending on which activities you have used in Part C, choose one of the four activities to carry out here.

2. Choose which level of activity you would like for students to participate in. Level One activities involve direct modeling of the role behavior they have learned. Level Two activities involve forming strategies and adapting their behavior to a series of situations in their school, work setting or community. There are different instructional procedures, depending on which level of activity you choose.

3. Choose settings in which you want students to participate in activities. After you have chosen a level of activity, you will need to choose a group setting in the school, community, or work setting in which students can carry out their activity. One student and at least one observer need to be able to attend some meeting or carry out their behavior in this setting. The setting characteristics you should look out for are listed as follows:

    a. There must be at least five people involved in ongoing activity in this setting. Smaller groups will not facilitate effective behavior. Larger groups may be suitable as long as students can carry out their role behavior in the group effectively.

b. The length of the group meeting or situation must at least be continuous for 30 minutes. This amount of time is needed in order for students to have a handle on modeling or adapting their participation skills.

c. In each of these cases the groups must either be making a decision or carrying one out. There must be some group activity other than planning for next year or selecting officers.

d. The group must have some organization; there must be leaders and followers. There need not be official officers for any of these participation activities to work.

There are a variety of possible settings to choose. You may choose them yourself or you may ask students to choose them in a class discussion. Depending on which participation activity you wish students to model or adapt, or which students are interested in, there may be a number of possible settings. Some are listed below:

a. Student clubs

b. School committees

c. Student councils

d. Student newspapers

e. Office, work setting

f. Community settings, such as clubs or informal groups

g. Church groups

h. Clubs or associations in the community

4. If you choose to do a Level One activity, you should follow the following procedures:

a. Discuss with the class the criteria for carrying out the skill you have chosen. Go through the basic criteria listed in Part C for the skill. The criteria for each skill are listed as follows: bargaining, page 253 ; decision-making, page 283 ; conflict management, page 314 task implementation, page 335.

b. Have each person in the class choose an observer. They will work as a pair in carrying out the activity. Pass out Observation Form A (page 349 ) and be sure that the observers understand how to use them. Have the two students work on choosing a group and a time when they can carry out the skill they have chosen to model.

c. Have students carry out their activity out-of-class in the setting they have chosen. Be sure that you indicate that they should debrief the activity after the observer has watched the student perform the skill. The observer should retain Observation Form A and bring it back to class when the activity is over. There will be a class discussion about this activity.

d. Debrief the class on their activity after everyone has carried it out, using the following questions as general guides:

(1) What are the criteria for successfully fulfilling the skill which you have just practiced?

(2) Did you successfully fulfill these criteria in the group setting you chose? Why or why not?

(3) How do you think you might improve your use of your skill in future groups in which you choose to participate?

5. If you choose to do a Level Two activity, you should follow the following procedures:

   a. Distribute the strategy form located on page 351 of this guide. Review with students the criteria for carrying out the skill which you have chosen for them to practice. These criteria are found in pages listed in the #4, Level One procedure, part a, on page 345.

   b. Form groups of five to eight students and discuss the strategy forms and the groups in which they might choose for carrying out strategies. They should choose at least two different groups in which they can carry out these skills. The groups should vary in political organization and in geographic space. For example, students might choose an elite school group and a coalitional community group in which to practice their skills.

c. Ask students to choose two groups and to develop strategies for carrying out the skill in those groups. Also ask two of the students in each group to serve as observers of the activity. They should be given Observation Form B in order to record the activities of the group.

d. Have students to carry out their activities out of class and be sure to ask them to debrief each skill that they practice in each group with the observer after they have carried out the activity. Ask the observer to retain Observation Form B for class discussion.

e. Debrief the class on their participation experience. Use the following questions as guides:

    (1) What strategy did you develop for carrying out the skill in your groups?

    (2) How did the two groups differ in political organization and, as a result, how did your strategies differ from one group to another?

    (3) Were you successful in participating in the group? Why or why not?

    (4) Would you carry out the skill differently if you were to try it again? How would you carry it out differently?

6. In order to facilitate transfer experience, encourage students to continue practicing the skills they have learned in a variety of groups in which they naturally participate. Give them opportunities in future class discussions to relate

their experiences in groups and incorporate them into the class discussion.

## Observation Form A

You are an observer. It is your job to attend a meeting with a student who is practicing a participation skill and to describe and make helpful suggestions about the performance of the student in carrying out that skill. You should answer each of the following questions carefully and then discuss your ideas about the performance of the role with the student.

1. What participation skill is the student attempting to carry out?

2. What are the characteristics of successful performance of that skill?

3. How does the student exhibit each of the characteristics of the skill in the particular group in which he or she is acting?

4. Do you think the student was successful in carrying out this skill? Why or why not?

5. How do you think the student could have performed his or her skill more successfully in the group?

## Observation Form B

You are an observer of the group activity based on one of the strategies that the group has tried to work out. It is your job to describe that strategy and to see whether it works or not in an actual group setting in your school, work setting or community. Use the following questions as a guide to looking at the group and think carefully about how they have carried out participation skills. Discuss their performance with the group after they have completed the activity.

1. Describe the group in which you are working.

2. What is the strategy that the class group developed in order to carry out its skill?

3. What skills are being integrated into this strategy in order to achieve the goal?

4. Does the strategy seem to work in this particular situation? Why or why not?

5. What suggestions would you give to the group about how to better carry out its strategy in the future?

## Part D: Participant Skills--Application
## Strategy Form

Use this strategy form to develop a strategy for carrying out the skills you have learned in a school or community group. Share your ideas on this strategy with your teacher before you begin to carry out the activities. Below are some questions you should answer in developing your strategy.

1. Describe the group you will be working in.

2. What is the goal you would like to achieve?

3. What skill will you be practicing?

4. What steps can you take in achieving your goal?

5. How can you effectively practice this skill you want to practice in each of these steps?

6. Who will do various activities in carrying out your strategy?

Be sure you identify an observer for each strategy you develop. When you have completed your activity, discuss your performance with the observer.